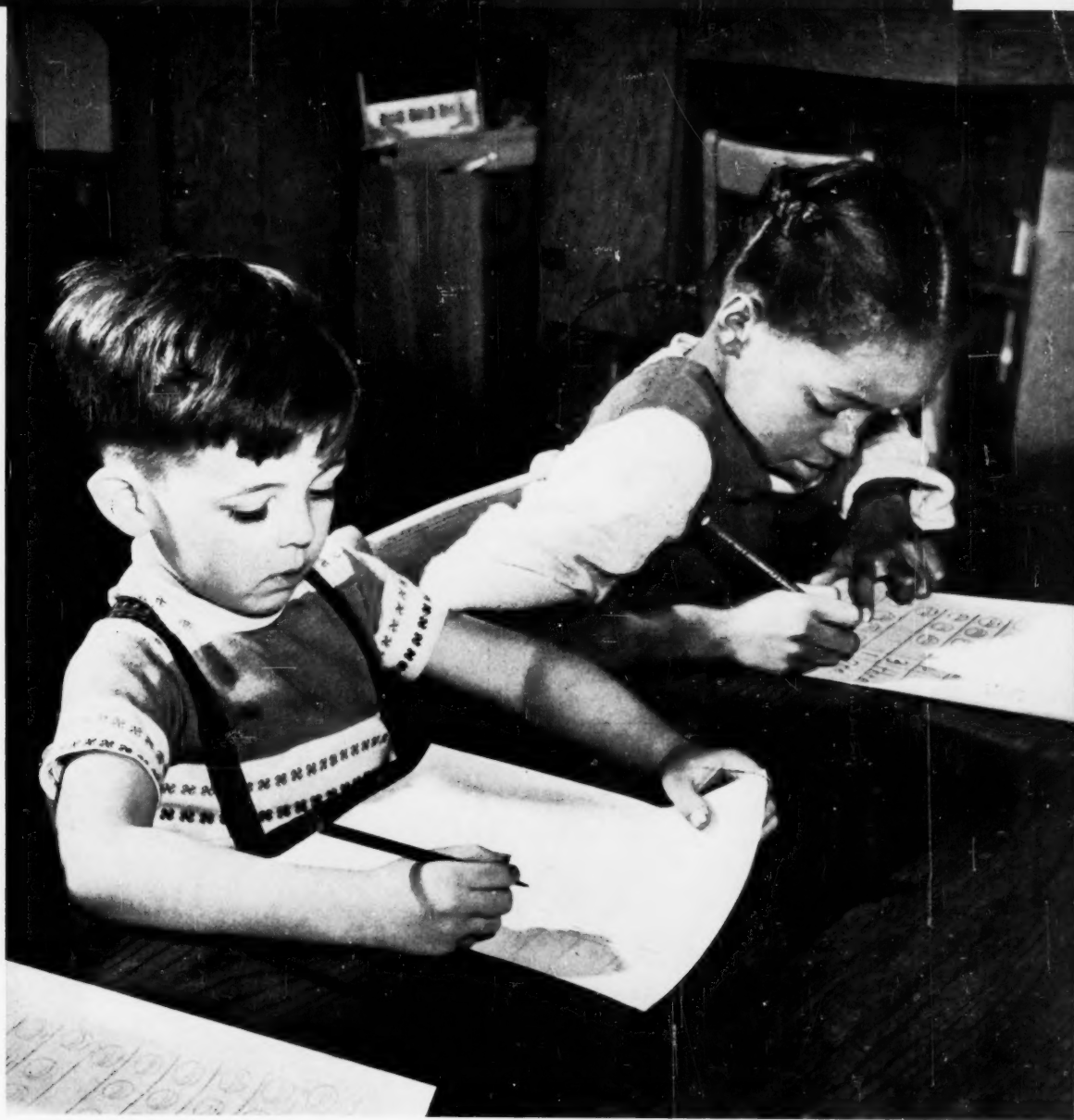


The School Executive



as the school year opens —
SIX EDUCATORS LOOK AHEAD TO 1954-55 page 79

SEPTEMBER 1954

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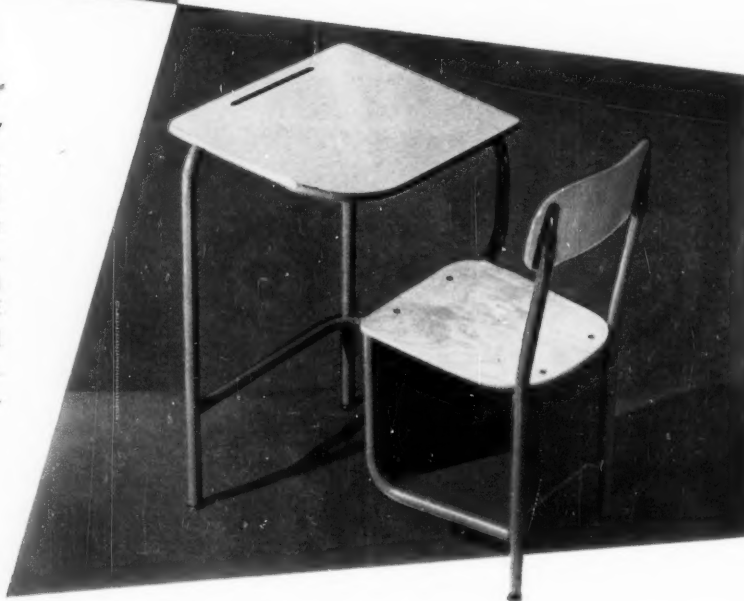
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The School Executive

SEPTEMBER, 1954

CONTENTS

EDITORIALS	Preview for October 5 The Wedge of Discouragement Edgar J. Bittenheim 7 Keynotes—Comments on the Educational Scene 9		
GREEN SHEET	Secondary School Plants—1960 Models Richard Howland 19 Teachers' Salaries and the Cost of Living Harold F. Clark 21		
SCHOOLS IN ACTION	Greetings to the School Administrators of the Nation Jordan Larson 47 A Teacher Intern Program George D. Miner 48 Do You Plan to Form a Citizens Committee? Oswald D. Laubenstein 50 Home Visits Break the Ice G. I. Sholy 53 5 Steps to Higher Staff Morale Joe Lowe 54 How IQ Figures in the Drop-out Problem E. S. Cook, Jr. 56 How Free Is Free Education? Harold H. Punke 58 The Problem of Mental Retardates J. E. Wallace Wallin 60 How Administrators Climb the Ladder Eugene Dils 62 Slides & Tape Tell Our Story Walter Rehwoldt and W. B. Magner, Jr. 64 Democratic Administration Howard E. Henry 68 The Middleman Between Supply and Demand A. J. Foy Cross 72		
SCHOOL PLANT	School Plant News and Views 11 6 Plant Planning Problems Fred M. Fowler 66 Industrial Arts Building 70 America's Best Secondary School 74		
PLANNING SECTION	Looking Ahead to 1954-55 79 A Classroom Teacher Looks Ahead Josephine Pritchett 80 A High School Principal Looks Ahead Burd D. Stover 81 A Superintendent of Schools Looks Ahead E. W. Rushton 83 A Professor of School Administration Looks Ahead John W. Gilliland 84 A Chief State School Officer Looks Ahead E. Allen Bateman 86 The U. S. Commissioner of Education Looks Ahead Samuel M. Brownell 88		
NEWS	Spotlight—News of the Educational Field 90 Washington Scene 132		
LUNCH	Corridor? Presto—Cafeteria! Katherine L. Baker 147		
DEPARTMENTS	<table border="0"> <tr> <td data-bbox="548 1614 931 1692"> Letters to the Editor 12 Conference Calendar 124 Professional Library 138 </td> <td data-bbox="982 1614 1345 1692"> New Product Reviews 151 Audio-Visual Aids 196 Manufacturers' Catalogs 200 </td> </tr> </table>	Letters to the Editor 12 Conference Calendar 124 Professional Library 138	New Product Reviews 151 Audio-Visual Aids 196 Manufacturers' Catalogs 200
Letters to the Editor 12 Conference Calendar 124 Professional Library 138	New Product Reviews 151 Audio-Visual Aids 196 Manufacturers' Catalogs 200		

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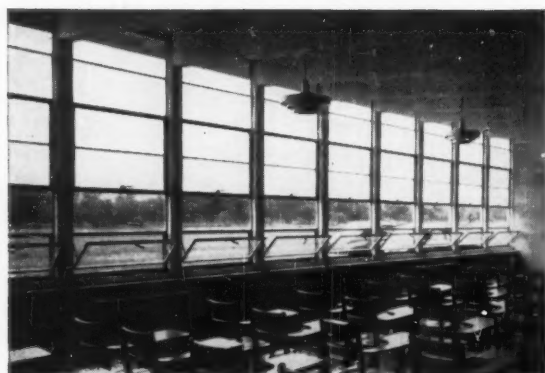
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Preview for October

With schools in full swing, all of us can center attention on doing a superior job, solving new problems, and getting ourselves better prepared for the responsibilities which are ours. The October SCHOOL EXECUTIVE has been planned with these purposes in mind.

Julian Smith, professor of outdoor education at Michigan State College, authors the Green Sheet on the subject of the outdoors as an instructional laboratory.

The Planning Section will present an important review of some of the research and action programs sponsored by the CPEA of the Southern region.

In the Schools in Action section you will find articles on building public interest in schools through the local press, a bookkeeping class that "learns by doing," how a citizens committee worked to effect curriculum changes, the exploitation of music classes, a plea to recognize individual differences in teachers when making assignments, a novel explanation of the teacher shortage, and a description of a new program of special classes for retarded elementary school children.

Other articles and features include Harold Clark's analysis of school building costs and bond prices and a description of a school lunch program.

Sincerely,
Walter D. Cocking, Editor

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AS I SEE IT

by Walter D. Cocking

The Wedge of Discouragement

I am pleased to devote my page this month to the following statement made recently by the president of our company. It says so well what every school administrator should have in mind as the new school year begins. As I see it, it's just plain common sense.—Walter D. Cocking

THERE IS an old fable to the effect that the devil decided to make some money and spread more evil throughout the world by selling some of the tools he had fashioned to increase the sum total of iniquity and unhappiness.

So he laid out his favorite tools—greed, jealousy, selfishness, hate, lust, fear, self-pity, disloyalty, deceit, ingratitude and covetousness—each labeled with a different price indicating the devil's idea of their effectiveness. A prospective purchaser, examining the labels and considering the prices of the devil's wide assortment, found a wedge-shaped tool with no label as to its use but priced much higher than the others. So he asked the devil why the price was so high and what was the purpose of this particular tool. The devil answered that this was the most effective tool of the entire group—the wedge of discouragement.

I have found, explained the devil, after thousands of years of testing my various tools that once I got this wedge of discouragement inserted in a human mind I can do most anything I like with my victim. Discouragement, once thoroughly implanted, festers in the subconscious, and if not eliminated thoroughly becomes more and more weakening and destructive until such a person is easy game for me. In fact, said the devil, I am prouder of the wedge of discouragement than of any other devilish tool I ever invented.

Unfortunately for the world the devil has succeeded in distributing an infinite number of these wedges, and few of us there are who don't occasionally find this wedge blocking some of our most hoped-for accomplishments.

Well then, how do we avoid discouragement? Dr. Norman Vincent Peale has attained national fame by his down-to-earth sermons and writings which have helped us to correct our failures and shortcomings. These have a particular application to those of us who easily become

discouraged. In a recent sermon on the necessity for constantly maintained energy and positive thinking, he called attention to the fact that a frequent cause of the diminishing energy which often discourages us is *staleness*.

How often all of us have felt the pressure, monotony and increasing responsibilities which dull the freshness of mind we need. During such a condition of mind, greater energy is required to do what we formerly did with comparative ease. As a result the vital powers are hard put to it to supply the force requisite for successful work, and the individual sometimes loses his grip and power on occasions when he most needs it.

AT TIMES we may feel that we are making little headway because we seem to be working on the same old stuff, day after day and year after year. Nature does all right with the same old stuff season after season, but the sad fact is that people will insist on getting in their own way, tripping themselves up, playing dastardly tricks on themselves and doing everything in the world at times to make themselves unhappy and miserable. So many of us have ourselves as an enemy. Nobody else ever does to us the damage that we do ourselves, and this is a prime cause of the discouragement which interferes with our progress.

There is another tendency in a good many people that creates a liability, and that is a lack of full emotional control. Such people tend to be irritable and scratchy in their contacts with others. Too many people are always ready to fight back; their feelings are on the surface. To be a bigger and bigger asset to ourselves, we need to cultivate the sort of philosophical attitude which will keep our reactions under control and maintain peace in our hearts instead of ill-will, resentment and irritation.

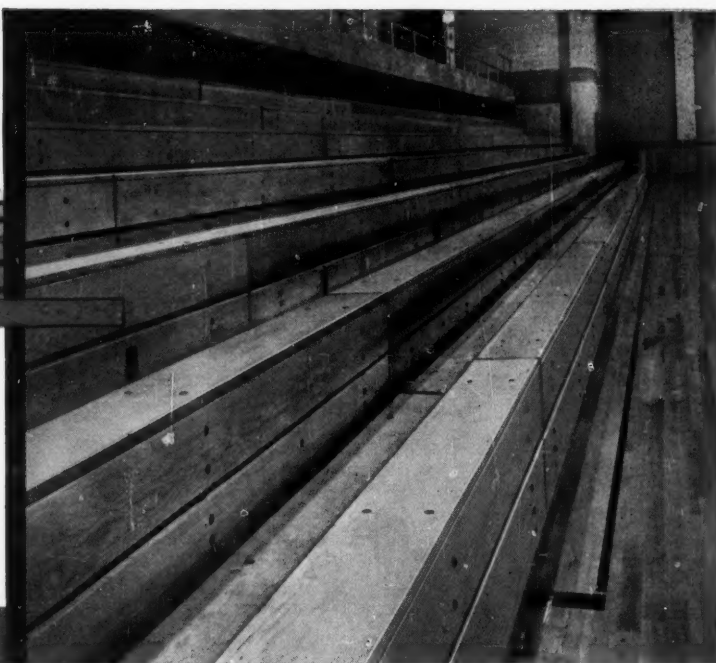
Wouldn't it be wonderful if, from now on, everything you do, everything you say combined as far as is humanly possible to make you a better person, able to do a better job? It is tremendous what a human being can be when he is well organized, and all his component forces are working for him rather than against him.

Edgar J. Battenheim, President and Publisher
The American School Publishing Corporation

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KEYNOTES

comments on the educational scene

Slowly, but surely

PROGRESS IN ALLOCATING educational television channels has slowed down to a walk. Federal Communications Commissioner Robert E. Lee reports that 81.8 percent of all the channels set aside for this purpose have no applicants after two years of opportunity.

Many school systems and community groups would like to move ahead with full steam in this field, but find expenditures for new ventures deferred because of other current educational commitments. These may include raises in teachers' salaries, excessive maintenance costs, or the pressing need to provide space for oncoming school generations.

In due course, educational television will win wide acceptance and substantial support. The channels now set aside must continue to be reserved for educational use, even though the years see only slow growth.

Only a handful . . .

TODAY ONLY a small handful of administrators attend summer schools. Twenty years ago school administrators from large systems found it possible to arrange their schedules so that they could attend at least a six-week summer session. Those in smaller systems flocked to the colleges for more preparation.

This trend has not passed unnoticed by professors of educational administration, who have organized one- and two-week intensive work conferences, and two- and three-day conferences to attract school executives. Even these are not ordinarily well attended. Why?

Administrators plead pressure of duties at home. Critics suggest that conferences are too theoretical and unrealistic. Some say administrators have found other ways for improvement.

But all administrators need the opportunities colleges afford for exchanging views and learning from tested experiments, as well as the introduction of new ideas.

Goal: valuable lay groups

HOW SHALL WE proceed to secure citizens committees of real value in our large communities? Because of the sheer number of people involved, it is difficult to assure groups which are really representative. The scope and complexity of many of the problems make it difficult for a committee to grapple intelligently with them.

Many interesting procedures are being tried in an effort to meet this situation. One which interests us is the organization of a citizens committee around each elementary school in the local system.

Many of the problems in which citizen groups can be most helpful center around these local schools. This technique also provides a good developing ground in which laymen can obtain skill and experience in citizen activity. From such groups, system-wide committees may be formed to tackle the problems involving the whole community.

The textbook industry

THE TEXTBOOK industry at present includes many different companies or organizations. Ten years ago many of these companies formed The American Textbook Institute and put at its head Lloyd King, former professional educator.

The Institute was organized to raise the quality of the product, to conduct research which the whole industry needed and to promote practices and procedures from which all the companies in the industry could benefit.

Today 94 percent of the companies which produce school textbooks belong to the industry-wide Institute. This has proven beneficial to member companies, has raised the level of practice throughout and has given us better textbooks.

The grass is greener

HUMAN FRAILTY PERMITS us sometimes to think that the grass is greener on the other side of the fence, but the old saying does not indicate that there is no grass on our side! There is some kinship between green grass and the teaching profession.

It is true that green grass has existed on the face of the earth perhaps longer than teachers, and, perhaps, in the final analysis, might be given a higher priority of import for survival.

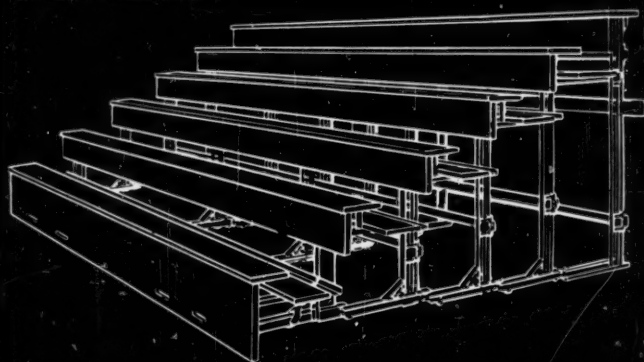
For, the lowly blade of grass, especially its chlorophyll, has been placed in almost every house in America by a careful and forthright campaign of public information.

I would challenge teachers and citizens to make the intangible nature of teaching comparable to the position of chlorophyll in the lives of people. This service is almost as elusive as the green in grass; yet certainly intelligence and high purpose will enable the community to give education a close second in every household to the lowly grass.

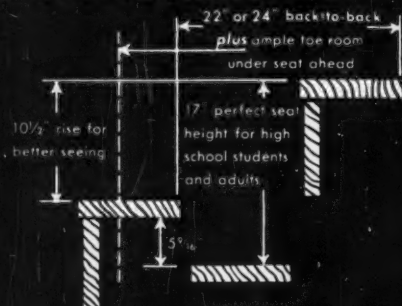
The profession should be as adept at extolling the virtues of the quality of its services as have been the advertisers of chlorophyll. The grass on education's side of the fence can be a little greener.

Paul A. Miller, Superintendent
Warren City Schools, Warren, Ohio

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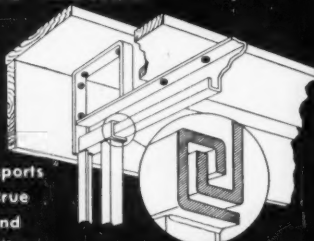
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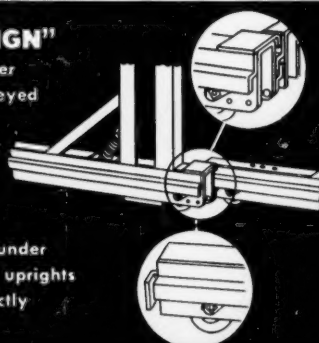
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SCHOOL PLANT

News & Views

Manual Describes Capacity Determination

Marion Conrad, Ohio State College professor, has prepared a 28-page pamphlet describing a procedure for determining the operating capacity of secondary schools.

The pamphlet, and accompanying set of forms, may be obtained from the University Press, Ohio State University, Columbus, for \$1.00.

Secondary School Problems Focus of Council Meet

The National Council on Schoolhouse Construction will stress the problems of planning secondary schools at its annual conference in San Diego, October 4-8. Curriculum experts will review some of the latest thinking with regard to secondary school programs. At least one approach, "the space-adequacy approach," to planning secondary schools will be presented.

Council members will also have an

opportunity to visit classrooms which meet the visual satisfaction and efficiency recommendations proposed in the National Council Guide.

Among several committee reports, major attention will be given to that of the school plant research committee on economy in school construction.

Good and Bad School Plants

A 77-page brochure illustrating both good and bad school plants, as selected by personnel of the U.S. Office of Education, may be procured from the Government Printing Office, Washington, for 50¢.

This brochure should be particularly helpful in running down illustrations of such spaces as classrooms, corridors, gymnasiums, lunchrooms, shops and libraries. Included also are the names and addresses of nineteen agencies from whom help on planning and designing school plants and facilities may be requested.

Planning Facilities for Physically Handicapped

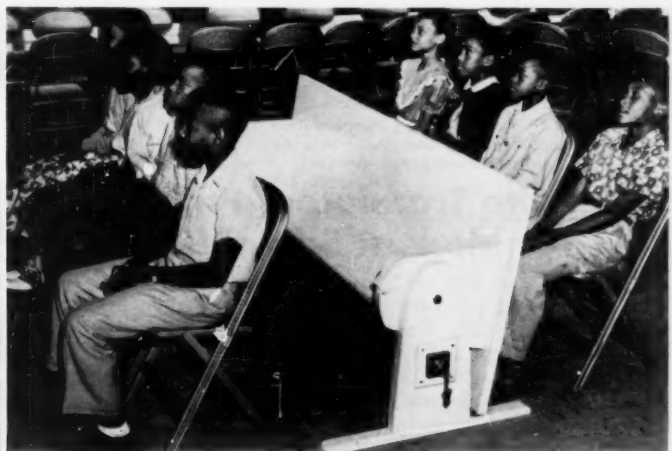
Practical and serviceable provisions in existing schools for physically handicapped children may be made quickly and inexpensively, suggests the Illinois State Commission for Handicapped Children pamphlet, *Architectural Blocks in School Buildings*.

The use of abrasive surfaces, hand rails and sensibly arranged furniture are cited and illustrated. Suggestions for avoiding "blocks" in the design of new buildings are included. From: The Commission, 160 N. LaSalle St., Chicago.

Ventilation by Landscaping

Research Report 45, *Effects of Landscape Development on the Natural Ventilation of Buildings and Their Adjacent Areas*, from Texas College A & M Experiment Station, describes how placement of trees affects the quality of natural ventilation supplied to buildings.

Schoolman Designs Convertible Bench — Dining Table



James E. Garland, architect and school consultant, has developed this combination table and bench to meet the particular needs of the Dade County, Florida, elementary schools. Dade County has long ceased to build auditoriums in its elementary schools, assemblies being provided in what is called a cafetorium. But the necessity of removing tables and setting up chairs for assembly purposes, and the reverse for the lunch hour, led Mr. Garland to this in-

vention. There is no need to move furniture. The custodian, by use of a special key, turns the tables (left) into benches (right). It can be constructed of either metal or wood. Says Mr. Garland, "I realize that something is sacrificed in any combination. But I am concerned that many principals are not using the assembly facilities in cafeteriums because of the difficulty in taking down tables and putting up chairs."

LETTERS

to the editor

The desegregation Issue

TO THE EDITOR: This morning I received THE SCHOOL EXECUTIVE, and the first item which I read was your editorial, *The Supreme Court Decision* (July, page 7).

You did a very fine piece of work in this editorial. If we could get every citizen in the southern states,

and perhaps many in the northern states, to read and study this with open minds, it would greatly reduce the problems with which we seemingly are confronted.

I very much like the reference which you made calling attention to it as a sociological, more than an educational problem, and that furthermore, the public schools can

proceed without a great amount of reorganization, yet maintain present educational philosophy.

I like, also, the statement that the schools continue to be local and state organizations, and I trust that that philosophy will prevail.

R. L. William, Supt.
Corpus Christi Public
Schools
Corpus Christi, Texas

To restore faith in schools . . .

TO THE EDITOR: There is a constant and progressive demand placed upon the public schools to meet the demands of society. Industry expects reliable, skilled workers from our high schools. Society blames the school for the rising rate of delinquency, the increase in the number of mentally sick, and even for the poor physical conditions of our youth.

There are a multitude of reasons for the lack of faith in our public schools. The education systems have outgrown former programs and facilities and an accelerated program in building and curriculum is very much needed. Teachers have left the profession in droves, and in order to fill the gaps, anyone who could meet minimum standards has been employed.

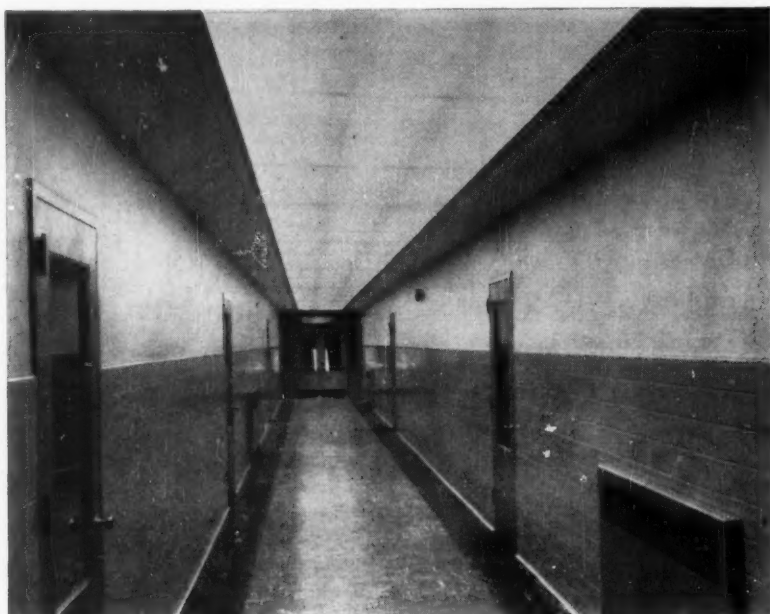
The only foreseeable way to ameliorate teaching and public school training problems is to provide competent school plants. Teacher pupil load must be brought under the drudgery level, and teachers must be paid good comfortable salaries.

Teachers must then be weeded out on merit as rapidly as possible. Training institutions must take the responsibility for turning out good, well-qualified teachers.

With administrators, teachers must then face up to their new roles of community leadership. Only when teachers begin to direct and lead will the public feel that money spent for schools is wise.

The public must, and will set the pace. They pay for the program. If they know what is going on, and have an opportunity to discuss and

SE-305



Corridor of the new Memorial Park Elementary School in Rockland, Mass., brightly daylighted with a continuous skylight of Resolite translucent structural panels. Architect, Charles E. Cole, 2nd, A.I.A.

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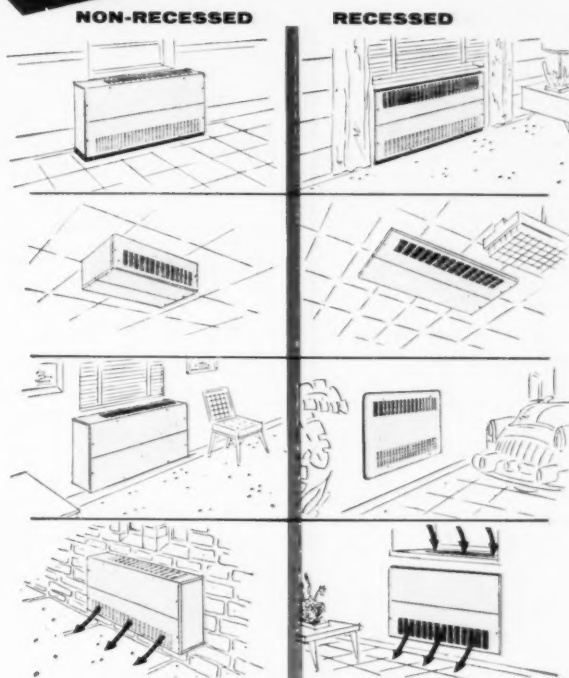
"Yes, Harry, I—"

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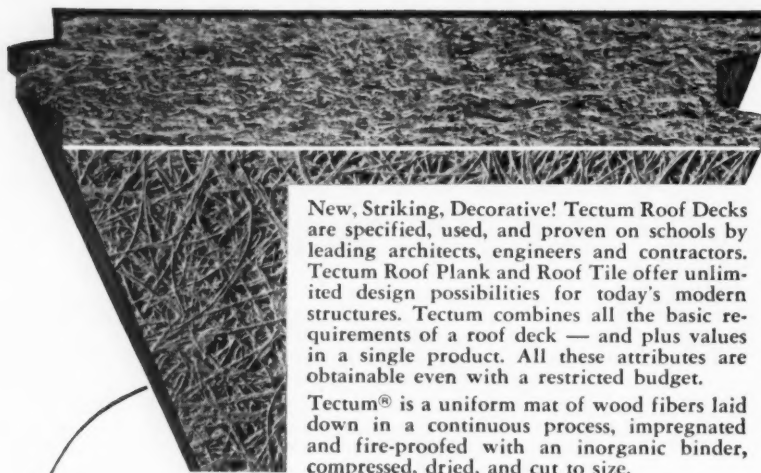


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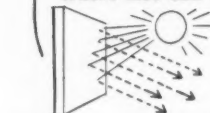
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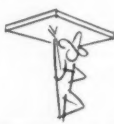
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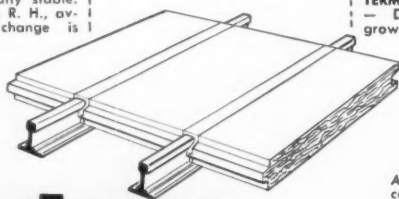
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LETTERS

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O. B. Dyer, *Principal*
Cornelia Elementary School
Cornelia, Georgia

Oiling communication channels

TO THE EDITOR: Public relations is today one of the most over-worked but least understood terms in educational circles. Unfortunately it is also a term with current semantic connotations damaging to the very function it is supposed to fulfill.

Part of the difficulty is in faulty application of the term. Whether or not a school system has a public relations program, it has public relations, for public relations is that current relationship which exists between schools and their communities. This relationship always exists though it can vary from highly positive (favorable), to highly negative (unfavorable).

This relationship is a direct product of the kind of communication which exists between schools and public. Lack of "public relations" therefore indicates a poorly-operating relationship, and the need for lubricating the channels of communication to improve that state.

Such a program can be painfully crippled by mis-labeling it "public relations." Let's speak frankly and boldly. Let's announce that we are entering into an intensive program of communication, of community information, aimed at keeping taxpayers informed of what goes on in their schools, and in keeping us informed about their views concerning what is going on.

Let's emphasize meaningful communication as a duty in a democracy, as a two-way street, and abandon the term PR insofar as it is used to describe an operation of tax supported public schools.

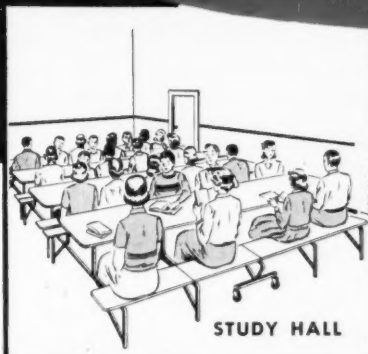
RICHARD MANZELLA
Coordinator of Publications
La Mesa—Spring Valley
School District
La Mesa, Calif.

THE SCHOOL EXECUTIVE

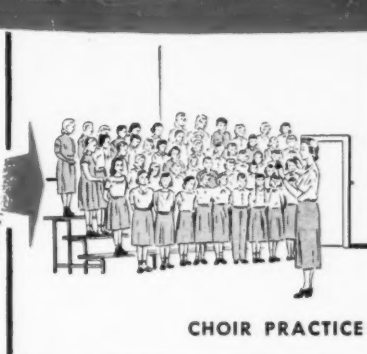
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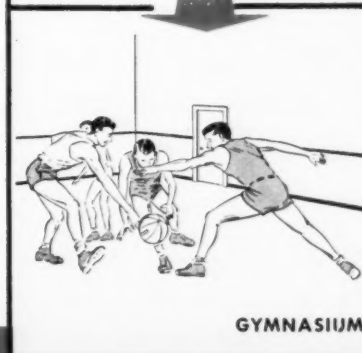
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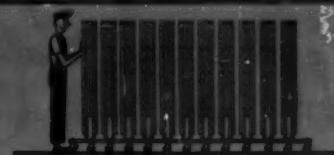
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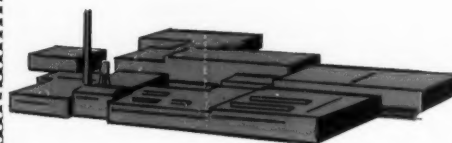


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OUR SCHOOLS

what the citizen wants to know about education

A look into the future at

Secondary School Plants—1960 Models

by **RICHARD L. HOWLAND**

Consultant, School Building Section
Connecticut State Department of Education

TO prophesy what our better secondary school plants will be like six years hence involves the usual prophet's risk. However, if a maiden's future appearance can be foretold by a quick look at her mother, a rapid review of present circum-



stances and trends in educational building should give us some clues as to schools to come. First of all, let's face the fact that the emerging educational program for youth we hear so much about has not yet emerged far enough for most of us to recognize it fully. We are still building too many school plants that would have been considered "the last word" in the mid-thirties.

The rapid social, economic and technological changes of the recent decades have come too fast for us to digest properly. We seem to be suffering a sort of hangover, pounded by enrollment headaches, dizzily rising cost of operation, teetering tax structures and falling sensations in the teacher-supply department.

However, the great new mobility of our peo-

ple is busy breaking down insularity and making the more isolated of our communities receptive to new ideas, while the tremendous upswing in educational building is attracting new talent and inspiring fresh design approaches, indicative of better things to come.

Also, rising enrollments and swelling costs are causing both organized and solo re-evaluations by the public of education's role in our society. The outcome will go further than better public understanding and support. It will encourage more specific direction or re-direction to our educational programs.

Such re-direction is not yet a wave sweeping the country; it has but begun here and there. It will appear more frequently, and at an accelerating rate. Few of us, however, are in a position to halt building until a new era dawns. Our pupils are already with us and must be housed without delay!

Certainly, the most frequently heard cry in the schoolbuilding field today is "economy"! And we are likely to hear it for some time to come. In conscience we who help mold the shape of schools to come must work for economy. But let's be sure we know the difference between economy and shoddiness, make our decisions accordingly and spread the knowledge of that difference as widely as we can.

A cheap school is usually one low in *initial* cost. An economical school is not necessarily low in first cost, but is one that has a low *annual* cost over a relatively long period of time, *while*

Next Month: The Outdoors as an Instructional Laboratory—Julian W. Smith

No. 118. Reprints in quantities of ten or more may be purchased from *The School Executive*, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00, for 12 months: \$10.00; 25 copies for 1 month: \$2.00, for 12 months: \$20.00; 50 copies for 1 month: \$3.00, for 12 months: \$30.00; 100 copies for 1 month: \$5.00, for 12 months: \$50.00.

adequately housing the educational program desired at any time during that period.

Before proceeding with a prophesy of the secondary school buildings we may expect to see in 1960, it would be well to understand one basic factor that will underlie future architectural blueprints. This principle is *total flexibility*.

Its need is based on the conclusion that our secondary educational programs are going through periods of significant change, and that we will be obliged by growing enrollments to build a great many schools before these changes jell. Therefore, we must build our school so that they can adapt to new conditions and ideas without great cost or readjustment.

Total flexibility as an ideal is not likely of accomplishment. But some fundamental trends in this direction are clearly discernible today.

One trend is the so-called campus plan. Here, related but disconnected units more or less surround a core, or central, building containing administrative services, and sometimes such facilities as food service, library, health care, music, physical education and assembly.

In some schemes, the units are intended to house conventional subject-area facilities, such as science, mathematics, and so on. In other plans, however, the units are planned to de-emphasize departmentalization. They promote a coordinated approach to learning by encouraging pupils to work with teachers on common projects combining several branches of knowledge.

Another trend is the loft building approach, in which a relatively large amount of space is covered over, top-lighted, and arranged with movable or removable partitioning and walls for the greatest possible flexibility for future change or expansion. This is found primarily in general instructional areas. It is not so adaptable to such special-purpose facilities as assembly, physical education and music.

Still another scheme is termed the cluster plan, involving a core structure with semi-detached but connected, and usually similar, dependent units.

All these devices lend themselves to greater flexibility for change or expansion than the conventional, permanently-compartmented structures so common yesterday.

Meanwhile, pressures for economy are pro-



ducing other effects. One of these is a trend toward exposing structural materials, such as

stone construction blocks, bricks and pillars. Plaster and wall finishes are thus made unnecessary.

Another economical device is to have one item serve several different purposes. An example of this is the combination of structural support, roof insulation and acoustical absorbent materials into one overhead unit.

The roofed-over, open-sided play-shed, advanced as an economy measure for warm climates, seems to have more extensive possibilities. Doubtless gymnasiums, as we know them, had their origin in a need for independence from rain, snow and bad footing, as well as for the comfort of the inactive spectator.

It would seem that for most of the non-spectators needs of physical education, such a roofed-over area would serve admirably in all but the bitterest weather, at a considerably reduced cost of construction and operation. It would provide an economical means of expanding existing, but inadequate, physical education facilities.

In another field, important to over-all flexibility, some progress is being made. This field is schoolroom equipment. Built-in equipment presently enjoys a halo of respectability, but it is inherently at odds with true flexibility. Movable or removable cabinet work, chalkboards, tack boards, furniture, and so on, are essential to future flexibility with economy. Happily, this subject is increasingly receiving the attention it deserves.

Flexibility of services and utilities is an area of considerable difficulty. Electrical flexibility is relatively easy to achieve, as compared with sewage, drainage, ventilation, temperature control, water supply and the like. Greater flexibility will result from study of individual problems and increased accessibility of such mechanical installations.

Now to get on with the prophesy! The time-honored criteria for judging the excellence of architectural works are "Firmness, Commodity, and Delight". To these a wise architect would add a fourth, no stranger to most of us: "Economy." The prophesy deals with things to come under those four headings, and "the last shall be first."

Economy

These newer and better buildings will use simple, repetitive structure and details, much exposed structural materials and units, prefabricated stock parts of all kinds and multi-purpose materials of many sorts.

Factory-efficient methods of assembly-line production and high-output machinery will be used to the greatest extent possible. Multiple-use will be made of some areas, notably cafeterias and

circulation areas, and flexibility for long years of usefulness will be the keynote throughout.

Firmness

The concept "how firm a foundation" is changing from an affirmation of almost limitless strength, to doubt as to the value of too much strength. More and more, we will be taking advantage of new concepts and techniques which permit us to secure shelter from the elements without the strictures of bulky, overbearing walls and ponderous aggregations of overhead materials.

We have moved far already in the functional planning of our buildings; we are beginning to move more rapidly toward functional materials and methods with which to build them. We will see much progress in more efficient construction, wherein firmness is present and in evidence without sacrifice of commodity, delight or economy.

Commodity

This principle, more commonly known as usefulness, is a well-established necessity in today's school buildings. However, too many of our buildings are designed for present needs, and so frozen. Newer buildings will be designed to provide for considerable melting and recasting in order to accommodate changing needs as years go by.

Common-use facilities such as administration,

assembly, food service, library, health care, etc., will be in core units or groups of units; highly specialized areas such as shops, homemaking and music will be in separate units or stubs connected to one or more of the core units or groups.

In areas devoted to more academic pursuits, the greatest flexibility for rearrangement will be provided. An increase in the use of open-sided, roofed-over areas for physical education and other purposes is anticipated.

Caution will be used in planning multiple-use spaces; fewer combination auditorium-gyms will be built, and more uses will be discovered for cafeterias. Sites will be developed to a greater extent for educational and community uses, on schemes by skilled land planners and educators working together.

Delight

The visual satisfactions provided by our better buildings will result from increased attention to mass, surface texture, line and color-pattern together with a further withdrawal from traditional forms, ornament and detail.

There will be more use of the skills of the sculptor and muralist, with little of the formality of their work in years gone by. These schools will have the character—the look and feel—of places where young people come cheerfully together with their teachers and each other to learn, not just how to make a living, but how to live.

Teachers' Salaries and the Cost of Living

HAROLD F. CLARK

*Economic Analyst
Teachers College, Columbia University*

THE index of the real wages of teachers declined very slightly in July to 123.9 (1939 equals 100). In June the index stood at 124.0.

During the past twelve months, there has been a substantial increase in the real wages of this professional group. This situation was brought about by a rise in dollar wages, and stability in the cost of living. For practical purposes, the cost of living is what it was a year ago.

The experience of the past year reinforces what we have known for a long time. Teachers gain in real wages during periods of price stability. Their salaries almost never rise as much

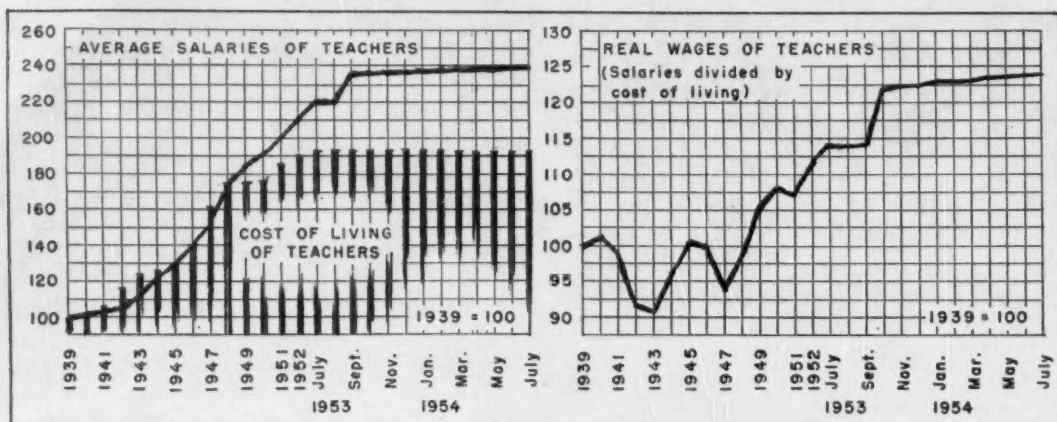
as other wages during inflationary periods, or at times when prices are rising rapidly.

It may be possible to continue this increase in dollar wages for some time. If the cost of living can be kept stable, there might also be some chance of improving slightly the relative standards of teachers as compared with other occupations. It is going to take a long and hard effort to get their wages back to the relatively high level of 1953.

It is clear from the facts available that salaries are not as high as they should be to attract an adequate supply of able teachers.

The recent convention of the National Education Association in New York realized this when it went on record in support of a basic assurance that beginning teachers receive at least \$4,000.

At the same time, however, NEA set its sights



Teachers' salaries rose to 238.7 in July—a rise of .4 percent over June and 1.1 percent over May. The cost of living however also took an upward turn of .3 percent in July bringing it up to 192.4.

awfully low when it asked that a maximum salary of only \$9,000 be guaranteed teachers who had reached the peak in years of experience and training.

While \$9,000 is a reasonable figure in the light of the total economic situation, there certainly should be some provision for a super-maximum for exceptional teachers. This should certainly reach \$12,000, and perhaps substantially higher in a few cases.

A few very high salaries are more important in attracting able people into jobs than high beginning or high average salaries—or even good maximum salaries. In other words, the able person wants at least the possibility of attaining a very high salary.

Wages, however, are not the only important factors to consider before entering a vocation or profession. In the case of teaching, as in several other occupations which do not match other fields in financial rewards, there are compensations which argue in favor of a career in education.

Any campaign to recruit teachers should devote attention to these desirable characteristics.

Psychologists and others have done much research on the features of a good job. They have discovered that many people will forgo large salaries for the assurance of other compensations a particular vocation offers.

What are some of these features, and how does teaching rank as far as they are concerned?

High on the list is the desire to do work of importance and benefit to the community. Teaching stands almost at the top here.

Second, is the requirement that the position provide reasonable security and opportunity for advancement. Here again, teaching fares well.

Third, is the expectation that the work will be treated with respect and understanding. There are exceptions, but teaching ranks or can rank, high.

The opportunity for a variety of activities is another desirable factor. Some teaching jobs do become routine and boring, but this is the fault of the teacher or the local administration. The work can be as varied and interesting as the persons involved will permit.

Two other very important characteristics of a good job go hand in hand. First, it should permit a person to grow and advance as much as his potentiality will allow, but protect him against sudden and unreasonable changes in type of work and environment. And, it should require as high a level of skill as the person can reasonably achieve, without setting impossibly high, unattainable goals.

Teaching is the type of work which could rank very high in these characteristics, depending upon the will of administrators and teachers to make it so.

Any campaign to recruit teachers should list these good employment characteristics in which education rates so high. With some reasonable adjustments, teaching could thus become one of the most sought after and desired jobs in the country.

There are some drawbacks and undesirable features in teaching, but few, if any, are inherent in the task to be done.

If communities can be aroused to the importance of paying adequate salaries, and can successfully explain the desirable characteristics which teaching in their localities offers, we should have no difficulty in attracting adequate, qualified persons in the profession.

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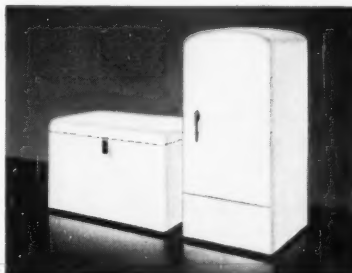
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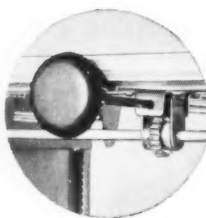
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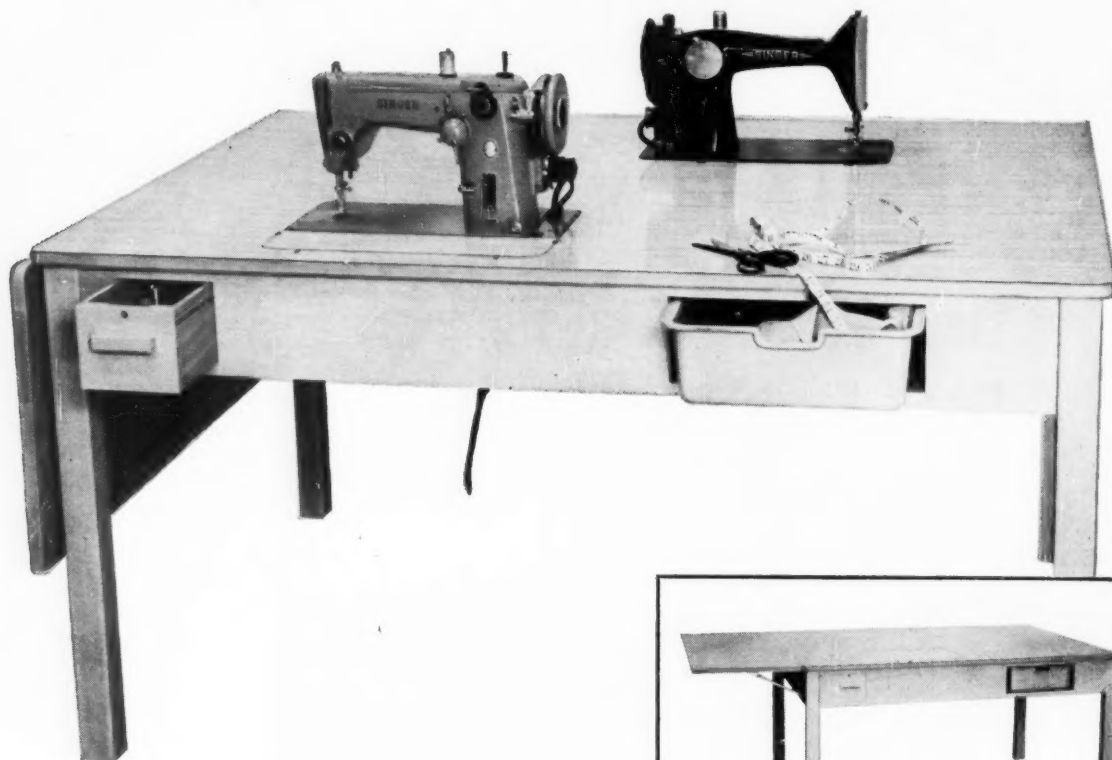
School _____

Address _____

City _____ State _____

You Know It's Good Because It's HEINZ!

The "New Look" for Sewing Classrooms!



New-model **SINGER**

COMBINATION SEWING AND CUTTING TABLE

Saves space!

No more need to have separate rows of sewing machine cabinets—and still other rows of cutting tables.

The new SINGER* Table *fills both needs in one!* It lets you get more machines into limited space—makes your classroom more attractive, more efficient.

Makes teaching easier!

No reason for students to shift and shuttle around the room. Each pair can have complete equipment *all the time*.

Each SINGER Table holds two full-sized SINGER* Sewing Machines and provides

work space for two more students. When machines are lowered, removable panels slip back into place—the whole table becomes a smooth, continuous surface for pattern pinning and cutting.

Has so many convenience features!

Designed specifically for classroom use, each table has:

- Two handy drawers—plus two deep openings to accommodate all standard tote trays.
- Folding leaf for extra space. (Second leaf available for other end if desired.)
- Durable formica top in choice of colors.

Table available in beautiful blond or dark wood.

- Built-in knee levers.
- All metal parts grounded.
- Safety switch—cuts off power automatically when machines are lowered.
- Dustproof shields—completely enclose machines when not in use.
- Tamper-proof locks on panels.
- Size—60" x 42" x 30" with 18" leaf.

Available at special school discount with any full-sized SINGER heads you prefer.

SINGER SEWING CENTERS

THERE'S ONE NEAR YOUR SCHOOL

*A Trade-Mark of THE SINGER MANUFACTURING COMPANY, Copyright, U. S. A., 1964, by THE SINGER MANUFACTURING COMPANY. All rights reserved for all countries.

Cut Maintenance costs ... with low machine investment

SCRUBBING • WAXING • POLISHING • STEEL WOOLING

ADVANCE LOWBOY SINGLE 15

Easy to handle—requires no skill or experience. Wheels contact floor during operation to provide easy, complete control even by unskilled operators. Gets under furniture, around obstacles with a low 5 $\frac{3}{4}$ " over brush area.

ADVANCE SPEEDBOY SPECIAL 15

A heavy duty *economy* machine designed to provide dependable service at low cost . . . utility model of the famous Speedboy line. Uses the revolutionary "Silent-Flo" drive with Flex-O-Gear running on machine cut gears to provide dependable, silent maintenance free service.

**ADVANCE
FLOOR MACHINE
COMPANY**



**2608 Fourth Street S. E.
Minneapolis 14,
Minnesota**

Manufacturers for over a quarter century of a complete line of outstanding floor and rug maintenance machines.

Four rooms or one... as easy as 1-2-3



Three R-W Deluxe FoldeR-Way Partitions in the Riverside-Brookfield High School, Riverside, Illinois permit completely integrated use of floor space. Partitions make possible two small gyms; one large gym; auditorium; and swimming pool with area for spectators. Schmidt, Garden & Erikson—Architects.

with **R-W** De Luxe FoldeR-Way Partitions

Just like magic! A simple flick of the switch transforms the gym into an auditorium. Another flick and there's the swimming pool, with plenty of space on the sides for a cheering section during the meets. This is how the Riverside-Brookfield High School, Riverside, Illinois solved its space problems with Richards-Wilcox fully automatic, electrically operated FoldeR-Way Partitions.

FoldeR-Way Partitions are designed to permit maximum use of all available space. With the greatest of ease you can transform one room into two or more. Doors are 3" thick, duck covered and sound insulated to provide maximum "sound stifling" construction.

Each partition anchors firmly to the floor without floor bolts, tracks or manually operated devices. Opening and closing are completely automatic; you turn the switch key, R-W does the rest... smoothly and silently.

Quality construction of R-W Partitions means more years of service with less maintenance. This is why more and more leading school architects and progressive Boards of Education specify Richards-Wilcox. If you are plagued by growing space problems—and what school isn't these days—Richards-Wilcox can help you solve them with R-W FoldeR-Way Partitions and Classroom Wardrobes.



For complete information, write, wire or phone our nearest office

Richards-Wilcox Mfg. Co.

"A HANGER FOR ANY DOOR THAT SLIDES"

Branches in Principal Cities

526 W. THIRD STREET, AURORA, ILLINOIS

SLIDING DOOR HANGERS & TRACK • FIRE DOORS & FIXTURES • GARAGE DOORS & EQUIPMENT • INDUSTRIAL CONVEYORS & CRANES • SCHOOL WARDROBES & PARTITIONS

1880



1954

Half YOUR HEATING PLANT IS ON LEGS



Field Park Elementary School, Western Springs, Illinois. Superintendent of Schools: Mr. James V. Moon; Architects: Berger, Kelley & Samuelson; Consulting Engineer: Beling Engineering Co.; Mechanical Contractor: W. T. Mahoney & Sons.

THAT'S WHY CLASSROOMS MUST BE COOLED MORE THAN HEATED IN WINTER

Every child is a "bundle of BTU's". Assemble a group of these little stoves in a classroom and half of your heating job is done. Now, add the heat from lights and solar effect. Net result—an overheated classroom that demands winter cooling for true comfort standards.

Herman Nelson recognizes the "health threat" of overheating—combats it in a sound and scientific manner. One, Draft|Stop introduces outdoor air in sufficient quantities to reduce room temperature to comfort level without creating drafts. Two, Draft|Stop permits class-

room: cooling without compromise. Its method of draft elimination forestalls the possibility of having to heat and cool simultaneously—a condition certain to exist where heat is added to combat drafts in an already overheated classroom.

Don't look upon the problem of overheating as a fad—it's a fact. For complete information, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

DRAFT STOP

Provides
COOLING,
HEATING,
VENTILATION,
ODOR CONTROL,
DRAFT ELIMINATION
All at minimum cost



herman nelson

UNIT VENTILATOR PRODUCTS

American Air Filter Company, Inc.

SYSTEM OF
CLASSROOM HEATING, VENTILATING AND COOLING

Great Tables live forever



Yesterday's Colonial Folding Table...

was an innovation in practical furniture.

This Early Colonial walnut table

*was truly a great step ahead in
furniture designed for extra usefulness.*

Today's **Griggs** Folding Tables...

offer you an advanced design concept for school tables that can be "put away." The legs fold smoothly for storage — will not unfold accidentally. The table is so rigidly braced, so well constructed, it is frequently used for a permanent table. Hundreds of schools are already making effective use of new Griggs folding tables.



Griggs folding tables come in two sizes, five colorful metal finishes, two smart wood finishes and Formica or masonite tops.

GRIGGS
Equipment
Company

If you haven't had the opportunity to see Griggs complete seating line, better send for the latest catalog today. You'll receive the name of a nearby distributor, too.

BELTON, TEXAS





Years of varied use prove what **FACING TILE** will do—

FACING TILE HELPS A 23-YEAR-OLD SCHOOL STAY YOUNG

Wainscotings of glazed structural Facing Tile help to keep corridors and stairwells in this 23-year-old school looking as clean and cheerful as the day they were built.

Says D. R. Gee, Superintendent of Maintenance, "Facing Tile has saved us thousands of dollars in maintenance costs over the years. An occasional washing is all that's needed to keep it bright and sparkling. It's a highly durable finish—and a guarantee against gloomy corridors."

SAVES REFINISHING COSTS—Glazed or unglazed, Facing Tile's tough ceramic surface resists heavy school usage, eliminates the trouble and cost of redecorating.

CUTS MAINTENANCE—Facing Tile defies pencil marks and ink stains—needs only a quick sponging down with plain soap and water to preserve its original luster.

ADDS STRUCTURAL STRENGTH—No need to worry about material failures—Facing Tile provides the time-tested structural stability of burned clay products.

HELPS COLOR PLANNING—Facing Tile colors are scientifically designed by color authority Faber Birren to help you fit the surroundings to the task—and you can rest assured that the color you specify will *last*.

SIMPLIFIES CONSTRUCTION—Made in large modular sizes, Facing Tile lays up fast, with a minimum of cutting and fitting, builds a load-bearing wall and finish in one labor-saving step.

For complete data, contact any Institute Member, or write us direct. Address Dept. SE-9.

FACING TILE INSTITUTE

1520 18th St., N. W., Wash. 6, D. C. • 1949 Grand Central Terminal, N. Y. 17, N. Y.

1954

Arria Huntington School, Syracuse, New York
Melvin L. Keng and Harry A. Keng, Architects



LOOK FOR **FTI** THIS SEAL

Used only by the members of the Facing Tile Institute, it is your assurance of highest quality. In the interest of better

Facing Tile construction the companies listed below have contributed to the preparation of this advertisement.

CHARLESTON CLAY PRODUCTS CO.
Charleston 22, West Virginia

METROPOLITAN BRICK, INC.
Canton 2, Ohio

THE CLAYCRAFT CO.
Columbus 16, Ohio

MCNEES-KITTANNING CO.
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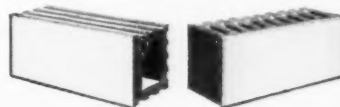
HYDRAULIC PRESS BRICK CO.
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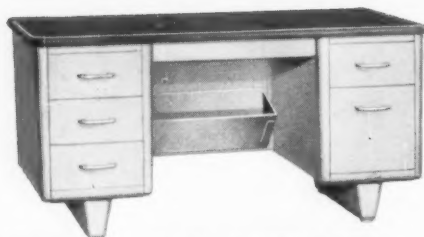
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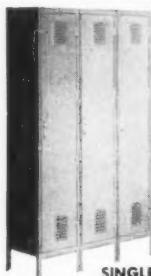
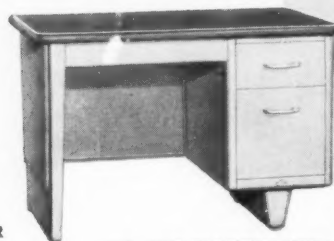


SMARTLY-STYLED SCHOOL FURNITURE...

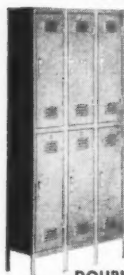
RUGGEDLY-BUILT SCHOOL LOCKERS!



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SINGLE-TIER
LOCKERS

NO. 6647 TEACHER'S DESK

DOUBLE-TIER
LOCKERSNO. 810
UTILITY CHAIR

NO. 6276 LIBRARY TABLE

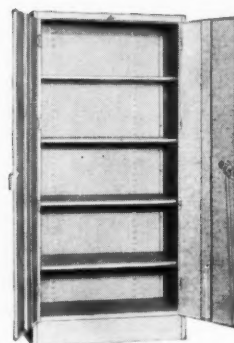
BOX AND MULTIPLE
TIER LOCKERS

NO. 5401 FILE

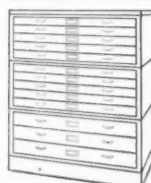
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AVAILABLE IN
3 COMPLETE
PRICE RANGES



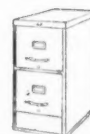
NO. 830 EXECUTIVE'S CHAIR

NO. 3487
STORAGE CABINET

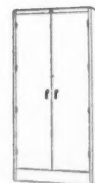
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ALL-STEEL EQUIPMENT INC.

**Aurora,
Illinois**

**Better Schools will
be Built for another
Half Million Children
this Year**



**for
Less
Money!**

**Schieber has made the Space
Saving Multi-Purpose Room
Practical by Engineering Lasting
Serviceability into this Equipment**



It will take but 8 minutes to convert this gymnasium to a lunchroom for 200. Each unit seats 20 children.



Let us send our catalog
describing all three
Schieber units:
In-Wall,
Part-A-Fold,
Mobil-Fold.

Millions of children in thousands of schools where Schieber folding tables and benches are in daily use, enjoy better facilities and better educational opportunities. The money saved by combining lunchroom and activities areas has permitted building more and better equipped class rooms, laboratories and shops.

Q: How long does Schieber equipment last?

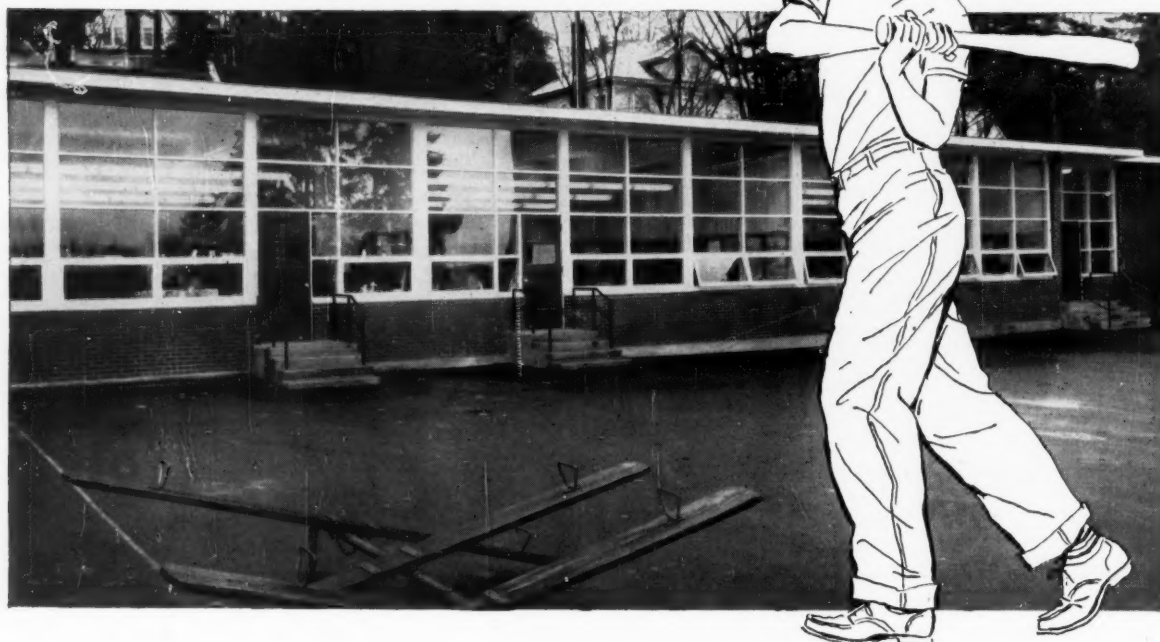
A: The first units were installed in 1937; are still in daily use, in good condition and have required practically no service.

- ① Mark-proof, silent, oilless bearing casters.
- ② Counterbalanced for easy operation.
- ③ Optional permanent sanitary tops.
- ④ Strong, all-steel, welded, fire-proof construction.
- ⑤ Safety locking devices to prevent accidents.
- ⑥ Forged steel life-long brackets and hinges. No castings.
- ⑦ Tight fitting, permanently bright stainless steel edges.
- ⑧ Tables and benches may be used separately. No connections or obstructions.
- ⑨ Three optional models including portable and detachable.

SCHIEBER SALES COMPANY
BRIGHTMOOR STATION,
DETROIT 23, MICHIGAN



LARGE GLASS AREAS of *Tuf-flex* face the playground area at the Ainsworth Elementary School in Portland, Oregon. Hit by balls, snowballs and other missiles, the windows are still undamaged. Architect: Raymond Kermit Thompson, Portland.



Now Windows Facing Playgrounds Are Practical!

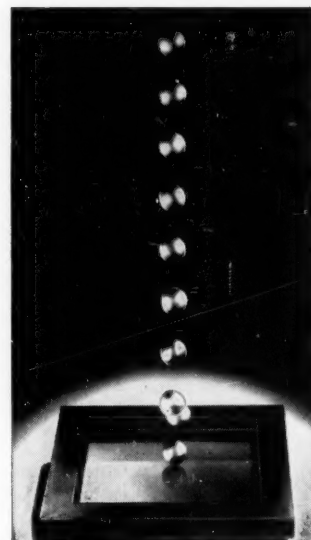
To a small boy rounding first, and to a school board member, the sound of tinkling glass has an entirely different ring. So it's little wonder that so many schools are using *Tuf-flex** Tempered Plate Glass, especially on the playground side of the building. For *Tuf-flex* is heat tempered during manufacture—has three-to-five times the strength of regular plate glass of the same thickness! It withstands proportionately greater impact.

Prove to yourself what a wise investment *Tuf-flex* can be for your school. Compare its cost against repeated reglazing because of boy-propelled missiles and vandalism. Your L·O·F Glass Distributor will gladly give you the facts, and show you samples. Call him or write Libbey-Owens-Ford Glass Company, 608 Madison Avenue, Toledo 3, Ohio.

*®



LOOK AT THIS TEST! This shows a half-pound (1 3/4" diam.) steel ball being dropped on a piece of 1/4" thick *Tuf-flex* from a height of ten feet and bouncing off without damaging the glass. If maximum impact resistance is reached, *Tuf-flex* disintegrates into small, relatively harmless pieces.



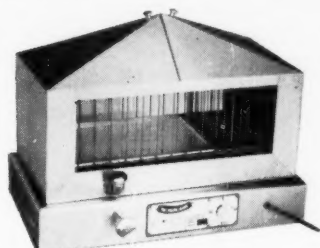
TUF-FLEX TEMPERED PLATE GLASS

Made by LIBBEY • OWENS • FORD a great name in glass



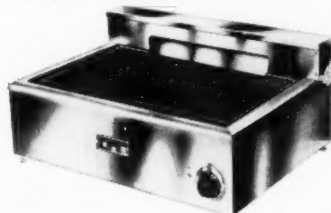
Popcorn Machine
MANLEY ARISTOCRAT

Big capacity to feed big crowds fast. After just 15 minutes instruction, students are expert operators. Takes up just six square feet of floor space. Controls assure uniform heat, seasoning. Plenty of storage space.



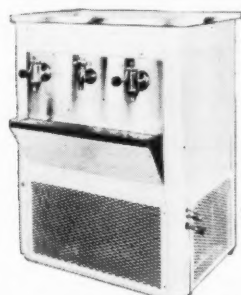
Hot Dog Machine
MANLEY FRANK-BANK

Designed to serve hungry crowds fast. Holds 7 dozen buns, 10 dozen hot dogs. Keeps buns fresh. Easy loading and serving. Easy to clean. Stainless steel on enamel base. Takes up only two square feet of space.



Hamburger Griddle
MANLEY ELECTRIC GRIDDLE

Turns out 225 hamburgers an hour. Electrically operated, thermostatically controlled. Delivers consistent heat for consistently good results. Temperature evenly divided across griddle. Takes up less than two square feet of space.



Cold Drink Machine
MANLEY ICE-O-BAR

Serves ice cold drinks as fast as operator can draw them! Easy to operate. Easy to install and maintain. Takes up less than three square feet of space.



Here's a proved way to make
your concession stand



pay off . . . with student  help alone!

It's a method already proved in many

schools—The Manley Snack Bar Plan! Here's

why it works—(1) Manley equipment is
designed for simplicity of operation!



Each piece of equipment, including: Popcorn Machine, Hot Dog Machine, Hamburger Griddle and Cold Drink Machine can be operated profitably with little operator experience.

(2) Your Manley representative, who will explain the plan in detail, offers you the benefits of 25 years experience in the concession field!

**THIS PLAN IS WORTH
YOUR INVESTIGATION!**

It's a plan tailor-made for schools like yours. Your Manley representative diagrams exactly how each piece of equipment can fit into your space limitations . . . gives you invaluable tips and advice. Mail coupon today for the whole story!



MANLEY, INC.
1920 Wyandotte St.,
Kansas City 8, Mo.

MANLEY, INC.

Dept. SE-954, 1920 Wyandotte St., Kansas City 8, Mo.

- ☐ Please send complete information on how we can make The Manley Snack Bar Plan work in our school.
- ☐ Please have your representative call. I understand that there is no obligation on my part.

Name _____

Title _____

School _____

Address _____

City _____ Zone _____ State _____

A better investment in power, safety, dependability

There's more power—increased acceleration and hill-climbing ability, better performance all around—with Chevrolet's new money-saving high-compression engines.

You can be sure of greater safety—new Chevrolet school bus chassis are built stronger. Frames are more rigid, providing a more solid support for the body.

And Chevrolet school bus chassis are more dependable, too—requiring less maintenance over a longer period. You save on upkeep costs. See your Chevrolet dealer for details. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

NEW CHEVROLET SCHOOL BUS CHASSIS



MODEL 6802 212-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 48- to 54-pupil capacity. Chevrolet "Loadmaster 235" valve-in-head engine,* 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

MODEL 6702 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 42- to 48-pupil capacity. Chevrolet "Loadmaster 235" valve-in-head engine,* 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

MODEL 4502 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. For School Bus bodies of 30- to 36-pupil capacity, depending on tire equipment. "Thriftmaster 235" engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

MODEL 3802 137-INCH WHEELBASE JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. For School Bus bodies of 16-pupil capacity. Chevrolet "Thriftmaster 235" valve-in-head engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. Torque-Action brakes front and rear.

*"Jobmaster 261" engine, optional at extra cost, develops 220 foot-pounds torque at speeds governed under 35 m.p.h.



There's a Chevrolet School Bus Chassis
to meet your school transportation needs



THE SCHOOL EXECUTIVE



● Your students will want kitchens like this when they have their own homes.

STUDENTS HOPE FOR THIS TYPE OF KITCHEN...

so they can be modern... cook Electrically!

The desire of home economics students for *Electric Range* cooking instruction is easy to understand. More homes every day are being equipped with this kind of range—and these students are looking forward to the day when they'll have homes of their own. They expect to have *Electric Ranges*, and want to know how to use them. That is why such instruction is necessary.

Also—to keep your home economics laboratories constantly up to date, it is important to have *Electric Ranges* and to have the latest models. If yours are out of date, your local electric light and power company, or electric appliance dealer, can advise about installing new ones.



School Laboratory Plans

—To be sure your schools' home economics laboratories are modern, why not check them against the helpful FREE booklet — "The Modern Home Economics Department"? This valuable piece of literature includes suggested floor plans and other practical material, gives examples of how other schools arrange and equip their laboratories. Use the coupon to get your FREE copy!



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Cook Electrically!

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National Electrical Manufacturers Association
155 East 44th Street, Dept. SE-9-54, New York 17, N. Y.

Please send me, absolutely FREE, copy of "THE MODERN HOME ECONOMICS DEPARTMENT"—home economics laboratory planning booklet.

We have (total number) students in our home economics classes.

Your name.....

Name of school.....

Street & No.....

City.....Zone.....State.....

Turn Night Into Day...

The CROUSE-HINDS Way!



get the crowds this season...

Crouse-Hinds, pioneer in sports lighting, offers you the benefit of years of experience in planning lighting for athletic fields, large and small.

Be ready for the coming season's sports... send for our bulletins covering NEMA standard plans for lighting baseball, softball, and football fields.

Or send a drawing, with explanatory notes... our lighting engineers will gladly recommend proper type and arrangement of floodlights for your field.

Let Crouse-Hinds help you fill the stands... write today!



Crouse-Hinds Type FLA
The ideal floodlight
for general sports lighting

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EVERY school bus body builder makes bodies for the new FORD Safety Chassis

*And with 5 chassis to choose from—you can get the bus
that solves your special problems best!*

A limited budget doesn't get in the way of safety or capacity—not when you select a low-cost Ford School Bus Safety Chassis.

Ford's five basic school bus chassis are built to safety standards substantially higher than those set by the N.E.A. As for capacity, Ford chassis take bodies that handle up to 61 passengers.

So School Boards all over the country keep body shops busy fitting out more Fords than ever. The experience of these shops makes it easier for you to get the kind of body you need, at the price you want to pay, when

you specify a *Ford* School Bus Chassis.

Talk to your Ford Dealer. And mail the coupon below.

<p>FREE</p> <p>FORD Division of FORD MOTOR CO. P.O. Box 658, Dearborn, Mich.</p>	
<p>Please send me your latest literature on the new Ford School Bus Safety Chassis for '54.</p>	
<p>NAME _____</p>	
<p>ADDRESS _____</p>	
<p>CITY _____</p>	<p>STATE _____</p>
<p>B-3</p>	<p>Check here if student <input type="checkbox"/></p>

KENTILE ASPHALT TILE costs less to buy —less to install

...saves you money in construction or remodeling

Low cost and economical installation are just two of durable Kentile's money-saving advantages! Kentile resists alkalis and acids...years of wear can't harm it...colors can't wear off. Mild soap and water clean it...an occasional no-rub waxing preserves its fresh look.

Basketball and shuffleboard courts of tough Kentile are easy and economical to install in gyms

and recreation rooms...actually become part of the floor itself. They never lose their crisp definition...never need painting...last for years of constant use.

Ask your architect or builder about money-saving Kentile Floors for school rooms, offices and corridors. Or, consult the Kentile Flooring Contractor listed under FLOORS in the Classified Phone Book.



Shown here is just one example of how a Kentile Floor can be used in a school room. The die-cut *Alphabet* and *Fish* ThemeTile lend modern charm and fill a necessary educational need. ThemeTile selection and prices on request.

Samples and Technical Literature available on request. Simply write the nearest Kentile, Inc. office listed below stating the samples and information desired. And, be sure to request samples of ThemeTile die-cut inserts, colorful Feature Strip and KenBase, wall cove base.

Specifications and Technical Data

INSTALLATION: Over any smooth, firm interior surface free from spring, oil, grease and foreign matter...over metal, wood, plywood, concrete, radiant heated concrete slab, concrete in contact with the earth; on or below grade.

THICKNESSES: Kentile is available in two gauges: 1/8" for most uses—3/16" for use where extra-heavy duty flooring is needed.

SIZES: Standard tile size is 9" x 9".

SPECIAL KENTILE: Greaseproof asphalt tile for kitchens and cafeterias in a wide range of marbled colors—extremely resistant to petroleum and cooking greases and oils, alcohols, alkalis and most acid solutions.

APPROXIMATE INSTALLED COST

The exact cost of a Kentile Floor varies according to size of area, condition of underfloor and colors chosen. For an accurate, dependable estimate, contact the Kentile Flooring Contractor listed under FLOORS in your Classified Phone Directory. He'll prove to you that Kentile is one of the most economical floors available today.

Kentile's color groupings range from Group "A," the darkest solid colors...to Group "D," the lightest marbled colors. Special Kentile is available in Regular and DeLuxe Colors.

KENTILE

The Asphalt Tile of Enduring Beauty



KENTILE * SPECIAL KENTILE * KENCORK * KENRUBBER * KENFLEX * KENFLOR

KENTILE, INC., 88 SECOND AVENUE, BROOKLYN 15, NEW YORK * 350 FIFTH AVENUE, NEW YORK 1, NEW YORK * 705 ARCHITECTS BUILDING, 17TH AND BANSOY STREETS, PHILADELPHIA 3, PENNSYLVANIA * 1211 NBC BUILDING, CLEVELAND 14, OHIO * 900 PEACHTREE STREET N.E., ATLANTA 5, GEORGIA * 2020 WALNUT STREET, KANSAS CITY 8, MISSOURI * 4532 SO. KOLIN AVENUE, CHICAGO 32, ILLINOIS * 4801 SANTA FE AVENUE, LOS ANGELES 58, CALIFORNIA

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PARTIAL TABLE OF CONTENTS

Editorial Section

EDUCATIONAL PLANNING

Educational Consultants—Their Functions and Work
Flow Charts of School Building Planning
Laboratories for Learning

CONTEMPORARY DESIGN

1953 Competition for Better School Design
School Design in-the-Round
The DeAnza Design: An American Heritage Defined
Research Studies: Development of The Teaching
Space Divider
Spatial Approach to Planning the
Physical Environment
Towards an Economical Flexibility

ELEMENTARY SCHOOLS

Modernizing that Old Elementary School Building
New Elementary Schools Along the Texas Gulf Coast
Five New Elementary Schools in Charlotte, N. C.

SECONDARY SCHOOLS

Staff Planning for Searsdale's Junior High School
Trends in Educational Spaces in Junior High Schools
A High School that Wants to Stay Young
A Secondary School for Garden City

COLLEGES AND UNIVERSITIES

College and University Space Requirements
Faculty-Designed School of Architecture Building
Medical Research Building, Emory University
Applied Arts Building, Fort Hays State College
Mann Library and Annabel Taylor Hall, Cornell University

INSTRUCTIONAL FACILITIES

Television's Role in Education
Tape Recording in the Classroom
Planning School Shop Facilities
Equipping the Homemaking Suite

TECHNICAL DEVELOPMENTS AFFECTING THE SCHOOL PLANT

A Central Chilled Water Air Conditioning Plant
Top Lighting vs. Side Lighting for School Interiors
Engineering for Sound Control in School Buildings
Use of Precast Concrete in School Construction
Suggestions for Plumbing and Sanitation in School Buildings

MAINTENANCE AND OPERATION

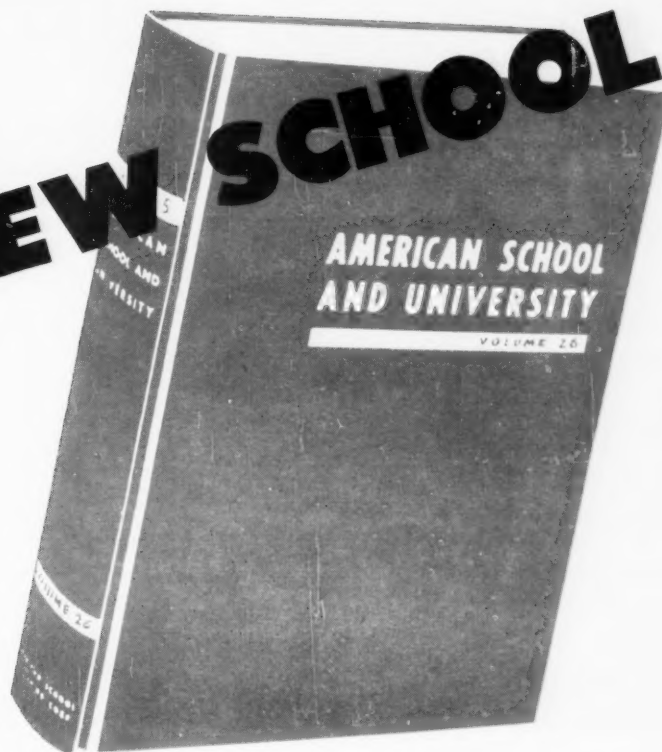
Toilet Provisions in Elementary Schools
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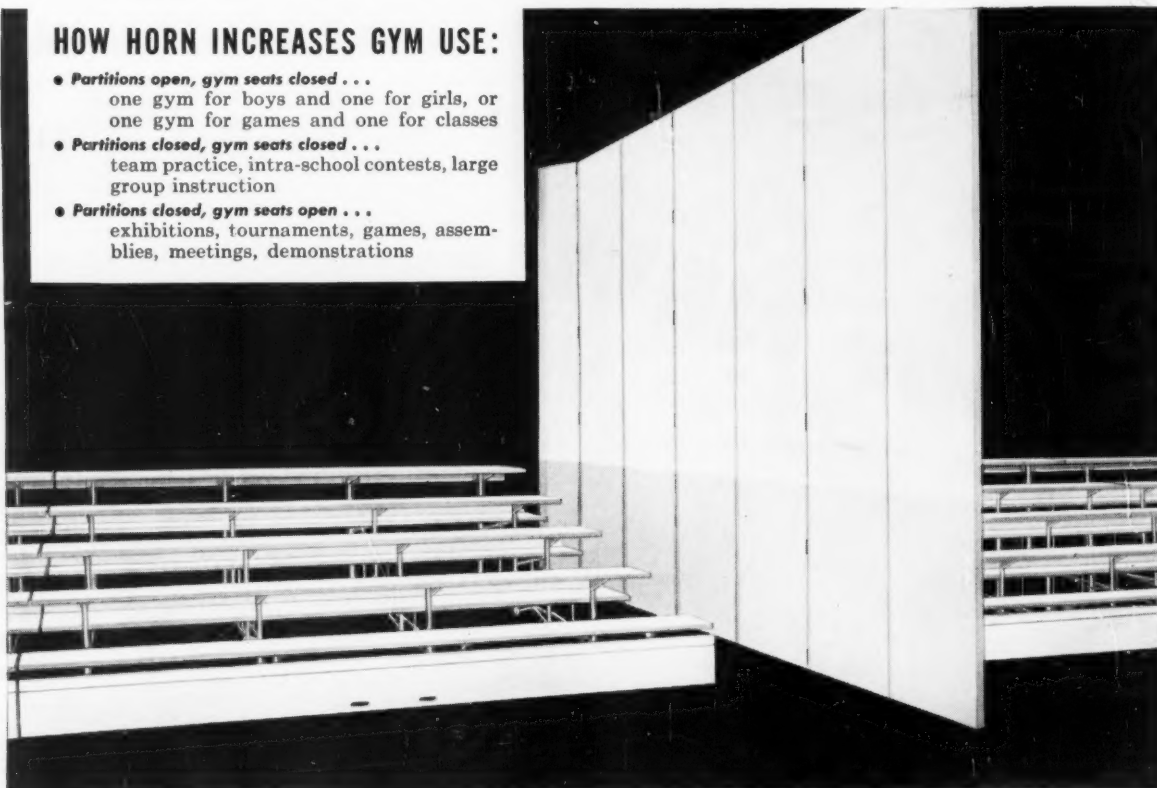
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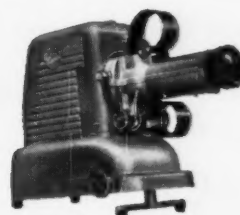
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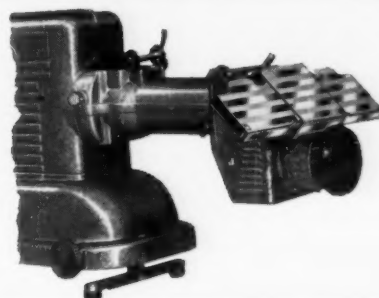
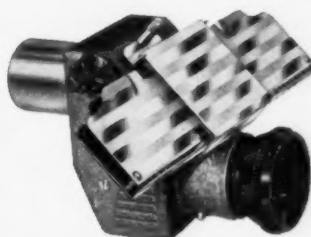
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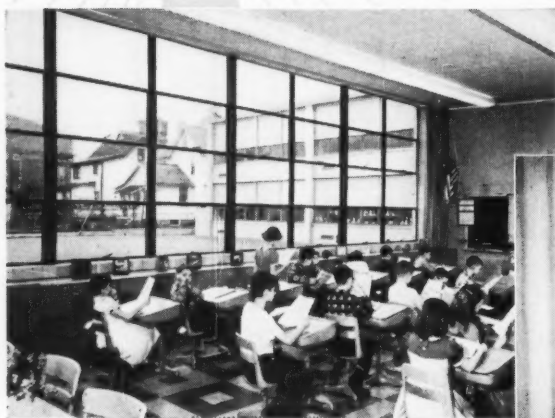
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GREETINGS

To the School Administrators of the Nation

Few people realize that prior to the opening of a new school year the typical American school administrator has spent much of the summer months preparing for this annual event. Supplies and equipment have had to be purchased and delivered. Buildings have required certain repairs and renovation. In many places new schools, or at least added facilities, have been needed and these have taken up extra time to place them in readiness to receive the expanding pupil population.

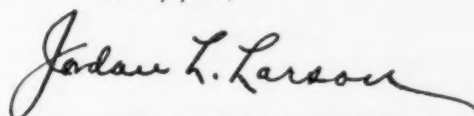
Even more important than any of these has been the untiring search for and selection of qualified teachers to meet the increasing demand that faces our schools across this land. To many, a sigh of relief can well be breathed if every pupil is adequately cared for and every classroom manned by a properly trained and professionally minded teacher.

Nevertheless, despite the manifold problems that face our public schools and the corresponding challenges that come to us almost daily, American school administrators can look ahead with hope and courage as they demonstrate increasing strength in their educational leadership in meeting the issues that confront them in their communities. Never have we had nor never have we needed greater leadership from the school administrators of our nation. Boards of Education, and the public in general, are continuing to appreciate and acknowledge the growing importance of the role of the superintendent of schools.

As we face the year ahead in the AASA, we hope to share with everyone the many suggestions and ideas for improving our work that come from the AASA Advisory Council, the presidents of the state associations of school administrators, representatives of the state departments of education, schools of education, school board associations, and parent-teacher associations. We also gain much from the editors and publishers of educational journals who sharpen our thinking on matters pertaining to our schools.

In as many ways as possible we hope to share our ideas for better education through our AASA publications, through personal contacts and through our next three regional conventions—at St. Louis, Denver and Cleveland. Best wishes for a successful year.

Cordially yours,



JORDAN L. LARSON, President, A.A.S.A.



The first few days of the initial assignment can be trying for the new teacher; teacher-training alone has not given her experience in total classroom responsibility.

A Teacher Intern Program

by GEORGE D. MINER

SCHOOL SUPERINTENDENTS and administrators of teacher training institutions have often observed some of the qualms which beginning teachers experience at the start of their careers: those first few days of nervousness and tension as the young teacher confronts the classroom for which he has just become solely responsible.

During those periods, when supervision and help is not readily available, it frequently happens that the new teacher adopts poor methods and makes errors which are difficult to correct once established.

In an attempt to overcome some

Dr. Miner is city superintendent of schools in Richmond, California. He writes, "To my knowledge there are only two or three other such teacher interne programs going in the entire United States and we are the first and only one in California."

of these difficulties it was considered that it might be profitable, both to the beginning teacher and to the school system, to try out an internship program for promising young teacher trainees. This experiment was begun in 1950 with San Francisco State College and the Richmond School District cooperating.

The program had its inception in a conference between J. Paul Leonard, president of the college, and the author. At that time several basic principles were outlined which seemed fundamental to the success of the plan. One anticipated outcome was the assistance which would develop for people who needed financial help in the last year of teacher training. It was also felt that in practice teaching, as it is now conducted by teacher-training institutions, the student was not given sufficient responsibility for the classroom situation.

Much of the planning and discipline and certainly a great deal of

the teaching was the responsibility of the teacher with whom the student worked. Something needed to be worked out in this particular area. Lack of manpower, on the part of both colleges and school districts, lessened to a marked degree the amount of actual help and supervision which could be given the new teacher. We were curious to see to what extent student teaching would improve if more supervision were made available.

The final consideration was with regard to the benefits which might accrue to the school district. With the shortage of well-trained teachers, it was to be hoped that through this program many of these young people would wish to remain and become permanent school employees in Richmond. The school system being the recipient of the product from the teacher-training institutions, certainly superintendents should be concerned about the amount, type and quality

of training which the prospective teacher is getting.

When the plan was announced in the college there were some twenty prospective teachers who wished to participate. The college and the school district cooperatively set up careful selection procedures: in scholarship a grade point average of 2.0 was the minimum, maturity was considered a very important factor, the viewpoint of the applicant toward the profession and his attitude regarding children were evaluated as realistically as possible, and a minimum of one year of work at San Francisco State College was made a requirement. The applicant was also required to furnish two letters of recommendation from members of the college faculty with whom he had worked.

Students became employees of school district

The final selection of eight internes was made by the school district from the list of names submitted by the college through interviews with representatives of the central office administration staff and principals of the schools to which the student teachers were being assigned.

The college worked out an agreement with the student by which he was to remain in the employ of the school district for one year unless the agreement was terminated earlier by mutual consent. The college and the school district then secured for each student an emergency teaching credential from the California Commission of Credentials. (The elimination in July of the California emergency credential should not jeopardize the program, since provisional credentials can be granted on application of the college.)

After final selection the students were given contracts with the school district at the regular salary of emergency teachers. They were required to attend institute sessions and were included in the orientation program for new teachers. This gave them ample opportunity to become acquainted with school and city officials, with some phases of the com-

munity, with department policies and local school routine, with principals and teachers and with some of the available teaching materials.

Direct supervision of interne teachers was placed in the hands of a college faculty member assigned specifically to Richmond. The interne was required by the college to register for a seminar during that year of teaching. A room was set aside in the school administration building which was used as office space for the supervisor and for once-a-week seminar meetings. The time of the student teacher was so scheduled to enable him to visit other rooms in his school or other schools where a particularly good teaching situation existed. The observations made seemed to broaden the background knowledge and to inspire the student.

As the program developed and there were more opportunities to observe the workings of the plan, several suggestions were made for improvement. One or two failures during the first year seemed to indicate that a more careful screening process was in order. This situation has since been rectified. It also seemed more difficult to prepare people for elementary teaching who were already schooled in the secondary field than to start fresh with those whose primary interest was the elementary field. It was apparent that more thorough and careful supervision was a necessity.

As a consequence, a coordinated plan was worked out enabling the college supervisor to work more closely with principals and administrative assistants responsible for supervision in the schools. As students completed one semester of teaching under this plan and were given credit for practice teaching, they became qualified for a regular teaching credential.

During the past two years there has been in operation an additional phase of the plan which gains more direct help and supervision for the student. Last year the nine internes in the program were divided into three groups and assigned to three different elementary schools. These

were paid on the same basis as the day-to-day substitute rather than the emergency teachers. In each of the three schools one master teacher was assigned to spend full time supervising and helping the internes. By paying the student the substitute scale of \$15 per day, and only for the days he is actually teaching, the cost of this plan is little more than if there were three teachers employed on the regular salary schedule.

Provides backlog of prospective supervisors

The school district in-service education program for supervisors and administrative assistants is implemented by giving the master teachers an opportunity to gain first-hand experience in actual classroom supervision. This gives the school district an excellent backlog of prospective supervisors and administrators whose abilities and qualifications for such work are well known.

To date the results of this experiment have been gratifying. Of the first-year group, two were not recommended for retention, four resigned at the end of the first term because of moving, maternity or to enter another teaching field, and two are still teaching in the system. Of the second-year group, one was not retained, one accepted a teaching position in a nearby city, one married, and seven are still teaching in Richmond. Of the third-year group, one was not retained, three resigned voluntarily, and five are still teaching in the system. The program is now in its fourth year and we believe the district will again obtain from it some splendid teachers.

The internes seem to be progressing at a more rapid rate than under ordinary practice teaching conditions with resultant benefit to the pupils. The school district is helping to train some excellent teachers and feels that a good investment is being made; its new teachers are getting the kind of training and experience which the school district wants them to have. The college, students and district all stand to benefit greatly from this small investment.

Do You Plan to Form a Citizens Committee?

... then first ask yourself: Will we take the committee seriously? Can we find a really representative group? Will they find it easy to communicate with us?

by OSWALD H. LAUBENSTEIN

IN A RECENT school election in a city which has education as its major business, 8 percent of the city electorate voted for three board members, a total of 540 ballots being cast. An editorial in the local paper the following evening observed, "A group of persons elected by only 8 percent of the voters can hardly be considered truly representative of the community and its thinking about our schools."

In another community recognized nationwide for its educational leadership in its public schools, a recently retired Board member had this to say in the local newspaper: "In the 12 years in which I was in office, not once did a single citizen visit the Board to express interest in its functioning. There may be reasons for lack of public interest. Public meetings can be pretty dull when everything has been ironed out beforehand and decisions recorded in public become cut and dried."

An administrator recently stated at a meeting of educators that in his school district it was a pathetic situation when 15 citizens at the annual meeting voted an expenditure of \$50,000 for additional transportation equipment.

These three examples of public apathy toward educational matters can be multiplied time and again throughout the country. How can the administrator and his Board of Education avoid such situations? The

Educational Policies Commission points out that citizens who want good schools must participate in the formation and expression of an enlightened public opinion with respect to educational policies. The National Citizens Commission for the Public Schools and The New York State Citizens Committee for the Public Schools, Inc. are making great strides in promoting public interest in public education through School Citizens Committees.

Administrator must give them full support

The success of such a citizens' group depends on these factors: 1. The wholehearted and unselfish acceptance and support of the committee by the school administrator and his policy-making group, the Board of Education. 2. The organization and perpetuation of an effective, representative, interested committee of citizens who are willing to give their time, energy, and ideas for the public good. 3. The use and establishment of effective channels of communication to keep all of the people informed of past action, present plans, and future aspirations of this representative group.

It is not the intent here to discuss the merits of a School Citizens' Committee, but rather to examine the difficulties the innovator, whether he be a layman or a school administrator, encounters in the three areas

Now a graduate assistant on the staff of Cornell's School of Education, Mr. Laubenstein is on a sabbatical leave from his position as coordinator of field services and director of admissions at State University Teachers College, Oswego, New York.

just named in his attempt to organize a representative citizenry group to speak for the community in school matters.

Even though school administrators and boards of education recognize their dependence upon the public for support of their program, too many still feel that if they take their positions seriously, hire a good executive and well-trained teachers, and provide reasonably well for other educational needs, all is well and there is no need for citizen "interference."

**Everyone should have
a voice in school planning**

This group should be reminded that the schools belong to and are the concern of all of the citizens of the community. Non-parents as well as parents, non-taxpayers as well as taxpayers, and every social and economic group has or should have a voice in the planning and operation of the schools. School administrators and members of boards of education cannot lose sight of the fact that they are serving a better educated public today than they have dealt with in the past.

The policymaking group must do more than to give lip service to such a committee of citizens. Because of the apparent apathy of the public toward its schools, it is not inappropriate to suggest that the school administrator and his board of education take the initiative in recommending that such a representative group of citizens be organized. This action would demonstrate good faith on the part of school authorities, and would also indicate an interest in seeking public participation. The attitude and interest of the board of education and the administrator will, in large measure, determine the effectiveness and purposefulness of this committee. Should there be organization without purpose, it would be better to forget the entire idea. It is risky business to invite citizens' participation, to receive plans, studies, and recommendations, and then to fail to act upon them. A constructive program of action by this committee will not only put the com-

munity potential to good use, but its effectiveness will be reflected in better schools, which make for a better community. School authorities must endorse, support, and recognize the service which such a committee can render its schools.

While it is agreed that many boards of education and school administrators desire and seek the help and advice of the citizens whom they represent, it is also true that because of a lack of community organization or cohesiveness, we find it difficult, if not impossible, to actually enlist such community support and participation to produce an enlightened and informed public.

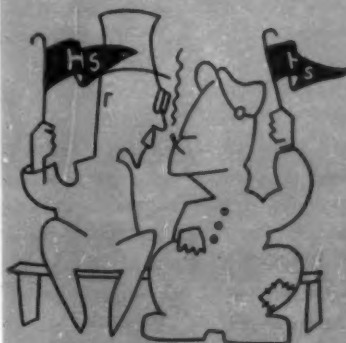
This problem becomes increasingly acute when we are considering the school community. The consolidation of school districts has resulted in a school community which includes a number of varied political, social, and economic communal subdivisions. While it may be difficult to define the boundaries of our own immediate community, it is even more difficult to circumscribe the school community, because of the diversity and complexity of its subparts. Solidarity for the entire school community, even when stresses are great for promoting solidarity and when there is vigorous leadership for over-all school community interests, may lag far behind neighborhood, or face-to-face, group solidarity.

**Find the groups
most representative**

The second obstacle, then, which must be resolved in the formation of a school citizens' committee, requires careful study and inspection. Who are the individuals, and what are the social units which comprise the school community? Who are the people who have a sense of belonging together through the development and use in common of their institutions and physical environment? What group of adults within this school community is sufficiently representative to stand for all the rest?

With these questions in mind, it becomes obvious that we must study the sociological unit whose interests

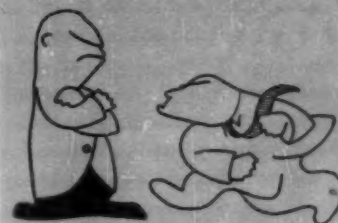
Recognize the obstacles—
and then proceed with caution



consolidation makes strange bedfellows



just passing through



the irresistible meets the immovable

and problems are common to all or to a majority of the members of that unit, to find a representative group. In the past we have assumed that this group represented the parents of youngsters in school or about to enter school. This has been a logical assumption, but we are told that there is a much larger group of citizens in the community who do not have children in the schools, who pay their school taxes, and who hold the balance of power at school meetings if they choose to exercise their rights. It is at this point of locating "that group of people who have a sense of belonging together" that community organization for school improvement is difficult.

Certain disruptive factors have entered the picture within the last two decades which have further complicated the problem of defining a social unit. Our population is continually on the move. Families are migrating from urban to suburban living, from farm to village existence. Our civic and social interests, our activities and our jobs are no longer necessarily located in the community in which we reside. While our children attend the school in our district and we pay our taxes to that district, we may attend church, lodge meetings, do our weekly shopping, and meet with our friends and business associates in still another community.

Inevitable clash between newcomers and old-timers

Another factor which makes for a lack of solidarity of cooperative effort among the citizenry within a community is the turn-over of its population. Many well established communities can no longer boast of a solid majority of "old-timers," as in many instances they are outnumbered by the "newcomers." Because of the indeterminate length of time these newcomers expect to live in the community, they fail to establish roots or to show an interest in long-range community planning.

This situation poses such questions as: Because we have this mixture of new arrivals with old-timers whose

backgrounds and experiences are different, can all of the members of the community recognize and explicitly define their common interests and problems, including the conditions which produce them? Having defined their common interests, is it possible for this group to work out and agree on action appropriate to achieve their interests and meet their problems?

Communication channels are essential

As a School Citizens' Committee will be interested in a long-range development program, community support must be built and maintained by mutual understanding among the individuals and groups, achieved through free and frequent communication of ideas and feelings. This poses our third obstacle. Do channels of communication exist which will permit free and frequent exchange of ideas, plans, and feelings?

Channels of communication are the avenues available to the public by means of which one person influences another, and in turn is influenced by him. At the local level, our newspaper has been the main means for the transmittal of information to the residents of the community. While we are generally well informed about what is happening at the state, national and international levels through news syndicates, magazines, radio, and television, many communities lack adequate facilities for inter-personal communication. Instead of a single source of reliable information, the individual is dependent upon the views and opinions of the leaders and members of a variety of fraternal, religious, civic, political, and social organizations. The increasingly large number of local organizations and particularly special interest types of groups aggravates the problem of arriving at consensus and getting concerted action. Protecting their own interests, no two groups may think alike, and the individual who is trying to be cooperative to form his own honest opinion is left in utter confusion.

Many of our community groups

have increased to such proportions that face to face relationships are discouraged, resulting in the retardation of the forming of public opinion. Because the background of our newcomers is different from that of the old-timers, they do not know local ways, local leader-follower patterns, and may even present a threat to the established order.

Still another barrier in our effective communication pattern is the divergence of cultural values of individuals and groups within the community. Do we understand the language differences of classes, occupational groups, and of special interest groups? Structural factors of position and prestige must be considered in any program involving communication. Are the present channels of communication associated with the existing power structure? Do they operate in opposition to the established order?

Forums, town meetings keep public informed

In our society where we welcome freedom of expression and differences of opinion, the problem becomes one of providing adequate channels of communication where all sides may be heard and freely discussed. While the community should make use of all available communication media, it has the further obligation of sponsoring town meetings, panel discussions, forums, and question-and-answer sessions to keep the public informed.

We cannot lose sight of the fact that widespread understanding of the public schools is prerequisite to the continuation of American freedom. Rather than depend upon a half-hearted public relations and school publicity program, we would gain much by inviting the public to share the rewards and responsibilities for building better schools for a better community. While there may be obstacles to be resolved in the forming of a School Citizens' Committee, once formed it can change your community attitude toward the schools from apathy to constructive cooperation.

Good will and camaraderie between school and home resulted when the teachers made informal calls on their pupils' parents.



Home Visits Break the Ice

by G. I. SHOLY

THANKS TO a successful home visitation project, initiated this year by the fifteen teachers of the Hancock, Minnesota, schools, the parents of Hancock's pupils no longer regard their teachers as a group of single, single-minded ladies "with whom we couldn't possibly have anything in common."

The local unit of the Minnesota Educational Association advanced the plan, which was made a part of our American Education Week program, and staff participation was 100 percent. This is how the project was set up.

A letter was mailed to the parents of each pupil in our twelve grades explaining that we would like to have one of the teachers visit them in their homes. This letter included a post card which the parents were to return stating a convenient time and date to be visited.

About half of these cards were returned. The teaching staff then met and distributed the cards according to the possible needs of the parents. Some parents had indicated they wanted a particular teacher to make the visit.

The teachers made these evening visits on their own time and in their own automobiles. They were set up

into half-hour visits, but the teachers found themselves spending the entire evening at many homes.

A number of the parents called in during the three-day visitation period and asked to be included on the visitation list. Others who did not ask for a home visit have since told us that they were at first reluctant to have a teacher come into their home but after hearing about the visits from others would now welcome the opportunity. The parents who were visited have done a good deal of work in spreading the good will to these other parents.

Here's what some of the parents reported: "I didn't know that a teacher could be so easy to visit with and could discuss the things we were interested in. We talked about school affairs of course, but we also covered the local problems in other fields." "I was surprised that our teacher had such a grasp of the local situation." "My children were hoping that I would not ask a teacher to come to our home, but now they're all for it."

Each teacher reported on her visit to the administration, commenting on the general atmosphere, ideas discussed and personal reaction. After conferring with the teachers about each visitation we feel we now have a much better understanding of the parents' problems.

We then wrote to each family thanking them for the opportunity to

visit them and expressed our appreciation for the interest they showed in the teachers. When a parent had made a worthy suggestion that was incorporated into general school policy, the letter to that parent told him so and thanked him for his suggestion.

We believe that we have never done anything better in selling the school to the community. Most of the parents are now on familiar terms with the teachers and the good word that they spread throughout the community is becoming almost legend. There is now a deeper feeling of comradeship among the teachers—this plan has helped them feel that they each serve a definite part in the advancement of good will and community betterment. We believe that the accomplishments would have been less if the proposal had been handed down from the administration and not initiated by the teachers themselves.

The home visitations have so enthused the teaching staff that we are now having regular parent-teacher conferences at school after each report card period; we have a business-education day and a farmer-education day, and school patrons are regularly calling on the teachers for social visits.

The ice has been broken and the flood of good will towards the local school is at a high never before achieved.

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MORALE is a difficult thing to define. We know that high morale makes the individual feel that his organization is superior to others and that the work which he is doing is a contributing factor to the overall results attained. It accounts for an aura of good will and satisfaction among co-workers and leads to greater attention to the job at hand and more time voluntarily spent in attempting to raise the standard of performance.

Conversely low morale dampens enthusiasm. The individual avoids making suggestions which his past experience has shown him lead to nothing. Such a person often complains a great deal, refuses to take the initiative and accuses those who do of "bucking" for favor.

The question then is, How do we achieve high staff morale?

Responsibility for the conduct of the school rests on the chief administrative officer. The military statement of this concept would be that "morale is a function of command." If morale is high the commander has done his work well. The responsibility is fixed and the results reflect immediately to the credit or discredit of the commander.

School administrators are occasionally accused of applying this principle only when it is convenient to themselves. An example is the superintendent who explains away some chore which is distasteful to the staff by saying, "After all I am legally responsible for the conduct of the school," but who doesn't feel the same keen sense of responsibility for leading the fight to improve teacher's salaries.

Once the administrator assumes

responsibility for the improvement of staff morale there are certain positive steps which can be taken. Most of these steps are based on an understanding of the various drives which motivate people to act as they do. For example:

Staff members want to know they are making a contribution. This idea gained real support from industry during wartime. In some factories

Staff members want to know reasons. In these days of rising costs and expanding enrollments the administrator often becomes so involved in the preparation of budgets, the search for new revenues and the floating of bond issues that he is unaware of the gap between his own and the staff's knowledge of these things.

A case in point is a popular super-

5 Steps

5 Steps to Higher

5 STEPS

production had not risen to the desired levels even though financial rewards were greatly increased. Production experts who studied the problem reported that the worker who was not meeting his quota through inefficiency or absenteeism did not associate his job with the total war effort. One aircraft factory remedied this by explaining to the workers the importance to the assembled plane of the small parts they produced. Photos of the finished assembly, with the parts named and tagged, were placed in conspicuous places for constant reminder of individual contributions to the whole product.

The administrator cannot post a picture of the finished product on the bulletin board, but he can take definite steps toward letting the staff members know that they are making

intendent who persuaded the school board to purchase flood lights to illuminate the new high school building. This move was part of an overall plan to increase the pride of the taxpaying public in its schools. Publication of the cost of these lights was greeted by resentment on the part



of the teachers who felt that the money should have been used to purchase teaching materials and equipment.

The school administrator with an eye to the improvement of morale will devise a systematic procedure to keep the staff informed. Furthermore, the wise schoolman will encourage teachers to share in the development of any policies which affect them.

Teachers want sympathetic understanding. This writer did a statewide study of the work of general elementary supervisors in Indiana which showed that more than anything else the teacher wanted from his supervisors sympathetic understanding of his professional and personal problems. Teachers feel that they are in



a worthwhile contribution. The head of the school system who tosses off the morale problem with the remark, "What are they complaining about, they get their pay check, don't they?", had better fall back and regroup.

by JOE LOWE

Dr. Lowe is principal of the training school at Mankato, Minnesota, State Teachers College. At present he is also director of the Army Command and General Staff Reserve School at Mankato.

the profession to render service, not just to make a living.

This problem is especially delicate when necessary changes involve teachers of long service who are not quite convinced of the soundness of proposed modifications. The eventual success of any new program will depend largely upon the skill of the administrator in the role of "emotional consultant," when dealing not

should always result when staff members are asked to study a problem or recommend changes. Nothing is more



disheartening than when the recommendations produced by a long series

against becoming wishy-washy and indecisive in his desire to please everybody. He must, with the cooperation of the staff, formulate the policies necessary to assure efficient operation of the school. Once the course is chosen and understood by all, it is his duty to support the teachers as they carry out the policy. If the administrator leaves a particular assignment to the judgment of a staff member he must, then, be prepared to back him up regardless of the results.

Even the manner in which the administrator goes about the business of maintaining good morale has a bearing on the eventual outcome. There is a story of an Army general who was transferred to an out-of-the-way post in Alaska. On his first inspection trip around the post he was informed by the regimental commanders that due to factors seemingly beyond their control morale was very low. The general, knowing full well that morale was a function of command, issued the following directive as soon as he returned to his headquarters: "It has been observed by your commanding officer that morale in this organization is not up to par. I hereby direct that, as of this date, morale in this division will be high."

The twenty-second yearbook of the AASA, *Morale for a Free World*, presents other aspects of this problem and should be high on the reading list of any schoolman who is sincerely interested in doing a superior job. A worthy quotation from this book sums up these ideas:

"The chief executive of a school has unlimited opportunity to make effective for the school system the excellent training and superior intelligence of teachers, custodians, clerks and other school employees in the solution of important administrative problems. The contribution of all employees should be encouraged by a plan which utilizes the enthusiasm and energy of those who are eager to help."

This plan with all its benefits can only be brought to fruition if the administrator recognizes that staff morale is his responsibility.

Staff Morale

only with the veterans of the profession but also with the novices who will be influenced in their decision



to remain in teaching by the treatment they see accorded to others.

Staff members want help necessary to get the results expected. School employees, from custodians to business managers, generally want to do a good job and may become frustrated and discouraged if too much is expected and too little provided. If certain conditions are to be met, the necessary tools must be forthcoming. It is not enough for the administrator to plead that red tape or legal restrictions stand in the way. These restrictions, if they exist, must be explained at the time a proposal is made so that the task may be undertaken accordingly. Occasionally, too, the administrator, if he is really interested in the progress of the school, may have to "stick his neck out." Once again the matter of leadership asserts itself, and a staff member cannot be expected to go beyond the example set by the leader.

Some evidence of action taken

of committee meetings end up in the school file. If no action can be taken it should be so reported, with special reference made to those who have done the extra work.

Whenever possible, little rewards or acknowledgments should be given for extra or exceptionally good work. There is still a lot of truth in the old saying that one good turn deserves another, and loyalty to an institution or an individual but must be earned through mutual give and take.

Staff members want honesty in their administrators. The honesty which the teachers seek here is assurance that administrative statements and actions may always be taken at face value. This is not always an easy course. Teachers are sensitive, and even excellent administrators tend to sugar-coat the truth at times. Too, the head of the school system is sometimes caught between the desire to support a



teacher and the need to please an irate patron.

The administrator must guard

How IQ figures in the Drop-out problem

... and recommendations for reducing the number of high school withdrawals

by EDWARD S. COOK, Jr.

HERE IS THE PICTURE of a large urban high school. It is well housed, staffed by a group of teachers who are at least average in training and experience, led by a capable principal, and attended by about eleven hundred ordinary teen-agers. This school does not suffer from any critical shortages of funds or instructional materials. It even has an excellent gym and athletic program.

But the grim fact is that only one out of four of the eighth-graders who enter this school remain to graduate.

Are these withdrawals different in any respects from the students who do not withdraw? If they are, can the recognition of any of these differences by the school lead to a reduced number of drop-outs?

The students who withdrew from this school during the school year 1952-53 and a representative group

of non-withdrawing students at the same school were compared to determine areas in which the withdrawals differed significantly from their classmates who remained in school. A total of 36 possible areas of difference were studied. In some areas the two groups were found to be widely different; in others, practically identical.

For those areas where differences were found, it is common sense to assume that some of these differences were mainly due to school conditions while other differences were due to factors over which the school had little or no control.

For example, it was found that children from broken homes and children whose ordinal position in the family was between older and younger siblings were more likely to leave school before graduation than were children of other home and family backgrounds. Also, on each of two tests measuring personal adjustment, non-withdrawals indicated that their adjustment to home and family was significantly better than that of the withdrawing students.

Here, we are primarily concerned with those factors which best distinguish withdrawals from non-withdrawals, and which can best be countered by thoughtful planning and action on the part of the school.

Of all the areas of difference studied, the greatest difference be-

tween withdrawals and non-withdrawals was found in the area of measured intelligence. (See accompanying table.)

In view of the rather wide differences in measured intelligence found between withdrawals and non-withdrawals, one must suspect that, in this school, there is a subtle selective device which, with deplorable certainty, tends to eliminate the intellectually inferior students.

Since such wide differences between the intelligence levels of withdrawals and non-withdrawals have not been found in some other studies of high school drop-outs, it is interesting to speculate that perhaps the amount of this difference is, in a given situation, an inverse measure of the extent to which the academic needs of the lower intelligence students are being met at that school.

Course offerings grouped into three programs

Admittedly, the school can do little to improve the native intelligence of any individual. The school can, however, through a program which varies widely not only in subjects offered but also in the content levels of these subjects, prevent many of its lower intelligence students from leaving its influence as soon as they attain the maximum age for compulsory school attendance.

At the high school here studied, the course offerings are grouped into three possible programs: (1) the traditional college preparatory program, (2) the commercial program, and (3) the general program. A core of required courses is common to all three programs, therefore it is the elective courses which determine the specific classification of the individual student's program. Students are free to choose their electives, and can seek assistance in making their choices from the teachers and also from two full-time counselors.

This school does, in fact, offer its students a wide range of courses, but the content level within any given course is apt to be a pre-determined quantity having its origins in the pre-requisite courses and its objec-

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tives aimed at the courses to follow.

Twice during the school year, the students at this urban high school must face up to the prospect of having their accomplishments evaluated. They are given the conventional A, B, C, D, or F in each subject, and if any of their semester grades are F's the work in the corresponding courses must be repeated. Progress to the next higher class is dependent upon successful completion of the work of the lower classes. There is no specified system by which teachers must arrive at letter grades. Each teacher uses his own system, and in any given subject the standards for attaining a certain letter grade may vary widely among the teachers of that subject.

English, industrial arts account for most failures

The percentages of failure in the various subjects of the school's program show the expected wide variation. Thus it is significant to note that the subject with the highest percentage of failure, English, is the only subject which is required each semester for all students, and the subject with the second highest rate of failure, industrial arts, is the supposed haven of the boy who has shown little academic ability.

In comparing our withdrawals and non-withdrawals, all the high school grades of each individual were assigned arbitrary weights and these weights were used to calculate the average grade for each of the two groups. The non-withdrawing students averaged a high C grade while those former students who had withdrawn left behind them scholastic records which averaged a D. This difference suggests that, in the situation studied, the withdrawals had their achievements evaluated by the same standards used to evaluate the work of their intellectually more capable non-withdrawing fellows. The non-discriminate application of these uniform and inflexible standards inevitably resulted in a higher incidence of failure, discouragement, and frustration among the withdrawing group.

It is interesting to note that, in the situation studied, there appeared distinctly different situations as regards withdrawals from the eighth, ninth, and tenth grades as a group when compared with withdrawals from the eleventh and twelfth grades. Students withdrawing from the lower grades were characterized by grade retardation, poor academic records and little pupil activity participation. At withdrawal they were prone to give vague and relatively meaningless reasons for their withdrawal.

There was little to distinguish withdrawals in the eleventh and twelfth grades from non-withdrawals, and these upper grade level withdrawing individuals usually gave concrete reasons such as marriage or real need for work as their reason for leaving school. Seemingly, these individuals from the upper grades had successfully come through the academic weeding out process in the first three high school grades, and but for unavoidable, and usually non-school-connected causes, would continue on to graduation from high school.

How can we apply the knowledge we now possess as to the intellectual and academic achievement levels of students who withdraw from our urban high school?

Activity should hold hope of success as well as challenge

First, we can employ in the high school class the techniques, now so widely accepted in the elementary school, which encourage us to have in any one class individuals working on many different levels. This will allow all students, regardless of their placement on the intelligence distribution, to engage in activity which holds out not only challenge but also promise of eventual success.

From classes organized in this way, it is but a short second step to a more equitable solution to the problem of evaluation. In our high school arithmetic class, if we have allowed and encouraged our poorer student to concentrate on his still unmastered weakness, long division, we are not being too inconsistent if

Comparative IQ's of Withdrawals and Non-Withdrawals

	With- draw- als	Non- With- draw- als	Points Dif- fer- ence
Total Mental			
Factors IQ	85.19	93.85	8.66
Language IQ	82.81	94.57	11.76
Non-Language			
IQ	86.51	92.68	6.17

These are the scores of 64 Withdrawals and 200 Non-Withdrawals on the California Test of Mental Maturity. All differences are significant at the .01 level.

at report card time we grade him on his progress in long division.

Third, we can conduct these classes within the framework of a curriculum which offers the desirable variety in subject matter, and, at the same time, does not define within too strict limits the content level of its various courses.

Will these recognitions of individual differences eliminate the problem of high school withdrawals? We must admit that they will not. There will always be some students who, before their graduation, become convinced that high school no longer justifies the time which it consumes. If the school can be sure that its methods and program have been such as to extend to the maximum the time which these individuals have remained under its influence, and that it has provided for these students a wholesome and appropriate climate for pleasant and effective learning, then the school need not consider that in these instances it has failed.

Rather, the school can take pride in the knowledge that its students are no longer forced away from education by inappropriate subject matter, artificial standards, and inflexible practices, but instead are allowed to attain to levels of accomplishment which are dictated only by their individual capabilities.

How Free Is Free Education?

... rather costly for some, according to this study of instructional and related expenses of high school seniors

by HAROLD H. PUNKE

IN A COUNTRY which emphasizes free educational opportunity, it is interesting to know just what the "out-of-pocket" cost of sending a child to a free public school amounts to.

Opinions vary on what items constitute school expense — whether clothing, food, room at home, and absence of income the student might earn if not in school should be so considered, or only the cost of books and other instructional materials.

This article is limited to instructional expense, as reported on anonymous questionnaires by seniors in 26 small to medium-sized white public high schools in seven southeastern states: North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi and Tennessee. It reports part of a more extensive study in which data were supplied by 1,045 seniors.

The accompanying table shows the expenditures by seniors for various instructional items. Column I indicates that the number of seniors re-

porting varied considerably from one item to another.

About two-thirds of the 543 seniors reporting textbook expense indicated that they spent up to \$5.00 for the rental or purchase of textbooks during the school year.

A substantially larger percentage of boys than of girls, town or farm, reported textbook expense of \$5.00 or less. The larger expenditure by girls may mean that boys "get by" without textbooks more often than girls do, or that parents are more generous in buying books for girls.

Larger percentages of farm than of town seniors, both sexes, reported textbook expense exceeding \$10.00. Perhaps proximity of residence among town seniors enables them to use books jointly more generally than do farm seniors. However, the high level of agricultural prosperity that has recently prevailed in the states concerned may be reflected here.

The term "supplies" includes workbooks, paper, pencils, crayons, paints, and musical instruments, whereas "materials" refers to lumber, textiles, feeds, etc., used in such courses as manual training, home economics, art, or agriculture for producing items which the student owns or may keep.

Most students, both sexes and places of residence, spent more on

supplies than on textbooks. Perhaps textbooks are provided at public expense to a greater extent than supplies, or possibly the curriculum does not emphasize textbooks as much as other learning materials.

Girls in general spent more than boys on supplies. No significant difference appeared between town and farm seniors.

Only a small number of seniors reported expense for "materials." Town girls spent more than town boys. Possibly home economics, art, typing or similar courses make greater demands on town girls for materials than are made by courses taken by town boys. Among farm seniors in general, larger percentages of boys than of girls appear in the higher expense categories. This may reflect materials used in boys' agricultural projects. However, the small number of cases does not justify extensive comparisons.

Nearly three-fourths of the seniors (773 out of 1,045) paid special fees — laboratory, library, gymnasium and athletics, shop, typing, music, current events, drawing, sewing. Larger percentages of boys than of girls were in courses in which the fees did not exceed \$5.00. The percentages of farm girls in the high-fee categories seem particularly large. Farm girls may study home economics and similar fee courses more

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regularly than town girls, but town girls probably study music, typing or certain other fee courses more often than farm girls.

Roughly one-third of the 1,045 seniors had expense for uniforms, costumes, gymnasium and athletic clothes, laboratory smocks and aprons or other special clothing considered necessary for their school work. For more than half of these students the expense did not exceed \$5.00, but considerable spread is shown. The particular courses taken largely determine whether special clothing is needed, but funds available may influence the amount paid to meet needs that exist.

Field trips expensive for some

Field-trip expense for instructional purposes fell into two major categories: \$5.00 or less, and over \$15.00. A particularly large percentage of farm girls and a small percentage of farm boys spent over \$15.00 on field trips. In some schools such trips constitute an important aspect of the school program.

Certain expense items were tabulated which are not included in the table. Three-quarters of the 1,045 seniors reported expense for school lunches, with a somewhat larger percentage of girls than of boys reporting such expense. Among pupils reporting lunch expense, the modal expenditure was roughly \$35.00—or 17½ cents per day for a school year of 200 days.

Nearly 10 percent of the 792 seniors reporting lunch expense spent over \$30.00 each.

Roughly two-thirds of the 1,045 seniors reported family expense for transportation to and from school—apart from school-provided transportation. In slightly over half of these cases the amount of family expense did not exceed \$20.00 for the school year, but in numerous cases it exceeded \$50.00.

A larger percentage of town than of farm youth reported transportation at family expense. Apparently parents of several town and farm seniors do not think they live within walking distance of school, although

Expense	Pupils Reporting	Percent of total study	Pct. distribution by amount spent				
			\$0.01—2.50	\$2.51—5.00	\$5.01—10.00	\$10.01—15.00	over \$15
TEXT BOOKS	Town boys	55%	21.5%	52.7%	19.3%	5.4%	1.1%
	Farm boys	45	11.1	44.4	20.4	23.2	1.9
	Town girls	48	10.1	57.3	22.1	6.0	4.5
	Farm girls	60	10.6	37.5	16.4	30.7	4.8
	Totals	52	14.2	50.7	20.0	12.1	3.0
SUPPLIES	Town boys	78	11.8	29.8	40.9	6.8	10.7
	Farm boys	76	9.9	33.0	37.4	12.1	7.6
	Town girls	84	4.3	25.4	44.0	14.0	12.3
	Farm girls	81	5.8	23.0	41.0	13.7	16.5
	Totals	81	7.5	27.2	41.8	11.5	12.0
MATERIALS	Town boys	17	8.5	42.7	13.6	16.1	5.1
	Farm boys	23	32.3	22.4	13.3	6.6	23.4
	Town girls	20	12.3	27.2	32.1	16.1	12.3
	Farm girls	34	24.4	34.2	29.2	0.0	12.2
	Totals	20	16.6	37.9	23.7	10.0	11.8
SPECIAL FEES	Town boys	70	40.2	28.0	20.3	5.1	6.4
	Farm boys	70	38.1	29.8	13.1	10.7	8.3
	Town girls	74	32.6	25.7	24.4	9.8	7.5
	Farm girls	83	24.7	16.4	21.2	28.8	8.9
	Totals	74	34.0	25.1	21.4	12.0	7.5
SPECIAL CLOTHING	Town boys	35	27.4	34.2	22.2	11.1	5.1
	Farm boys	38	13.0	47.8	26.1	2.2	10.9
	Town girls	32	19.5	32.3	21.1	9.8	17.3
	Farm girls	35	13.3	60.0	13.4	1.6	11.7
	Totals	34	20.2	39.6	20.8	7.9	11.5
FIELD TRIPS	Town boys	30	28.7	19.8	17.8	2.0	31.7
	Farm boys	31	35.2	16.2	13.5	8.1	27.0
	Town girls	28	27.0	24.4	7.8	4.3	36.5
	Farm girls	30	33.3	17.7	0.0	3.9	43.1
	Totals	29	29.6	20.7	10.5	4.0	35.2

This study is based on the reports of 1045 high school seniors—337 town boys, 120 farm boys, 414 town girls, and 174 farm girls. Each student reported an expense on some item listed in the table. For example, reading the top line, 55%, or 186, of the town boys who contributed information to this study reported expenses for textbooks. Of these, 21.5% spent up to \$2.50 for books, etc.

they are not far enough away to be entitled to district-provided transportation. In some cases pupils may attend school in districts other than those in which their education is legally provided for at district expense.

On several items studied, the expense seemed higher for girls than for boys—although “place of residence” complicates the picture. When data are compared by sex on the percentages in low-expense categories and again on those in high-expense categories, it appears that girls spend more than boys for textbooks, supplies, production materials, field trips, and perhaps “special” clothing.

If this situation exists generally among high school students, it might

help explain the fact that, in general, girls make better grades than boys—they may be better provided by their homes with the economic means of learning.

The cost of instructional and related items which is paid by parents may be a deciding factor as to who can afford to graduate from high school. Some high school courses obviously cost more than others, and part of the expense in certain courses may be optional, yet the elimination of courses or specific course experiences of the kind suggested may cause a student to drop out of school. The same applies to lunch and transportation expense.

In less extreme cases, the student may remain to graduate but refrain

from taking courses or participating in activities which carry extra expense and thereby substantially reduce the potential benefit of a high school education. To some readers, expense items such as those described may not seem great, but to many parents on slender incomes they loom large.

Along with consolidation and the parallel development of more elaborate school programs, there seems to be an increasing tendency to shift the burden of educational cost to parents—through various kinds of fees and hidden costs. Expense items such as those noted in this study are probably among the reasons why in many areas not more than one-fourth of the youth who enter the secondary schools remain to graduate.

If schools could eliminate "special fees" it would be an asset to many parents, as it would be if schools furnished the instructional supplies needed. Some schools even ask pupils to bring money from home to pay for toilet paper and soap.

Where textbooks are not furnished by the school, cost to parents might in some cases be reduced through a curriculum organization and teaching procedures which depend little on specific textbooks but largely on a variety of less formal materials which are provided by the school.

Only part of school expense

Instructional expense as considered in this article is, of course, only a part of the school expense which parents must ordinarily incur in sending their children through high school. Expense for club membership and other extra-curricular activities, school entertainments, graduation activities and similar aspects of school programs are an important part of high school experience—and are so regarded by students and parents.

When consideration is given to expense items such as those surveyed, it appears that in many American communities secondary education is less nearly free than it is generally advertised to be.

The Problem of Mental Retardates

by J. E. WALLACE WALLIN

OVER HALF a million children of school age in the United States are mentally retarded. What becomes of them?

The regulations of a number of states have set the arbitrary admission hurdle for "educable" children at 50 I.Q., and thus many schools have excluded those with I.Q.'s of 49 and below not only from special classes but from the regular grades—that is from attending the public schools altogether.

Some parents send these children to state institutions, though many refuse to do so. In some areas, the parents themselves are supporting special classes through tuition, donations or fund-raising campaigns.

Many schools individually have broken away from this idolatry of the 50 I.Q. demarcation, some even in contravention of state regulations (for example, those of Florida, Illinois, New York, Ohio, Pennsylvania, Texas and Wisconsin). Many principals within these states

will not assume the responsibility of excluding children who have been barred by the state regulations from attending special classes.

In a nation-wide investigation in 1943, for example, half of the city school systems polled by the writer admitted children with I.Q.'s below 50—40 percent placed the low-ability children in special groups, 33 percent in regular special classes, 17 percent in the regular grades, and 5 percent in kindergarten. Detroit, Houston and New York City particularly have made notable attempts to provide for low-ability children.

Programs of education and training for children of very limited mentality are not new. Definitely planned and legally sanctioned, such programs have been carried on in public school special classes for the past 40 years.

For example, in 1912 (before the advent of the Binet I.Q. which came in 1916) a demonstration special class was conducted in the summer school of the University of Pittsburgh which set the minimum admission standard at the mental age level of three years. This experimentation, inaugurated and supervised by the writer, was conducted on this standard until 1914 when he transferred to the St. Louis school system which had, in 1903, established a system of special schools for individual instruction for children who were mentally defective.

In conformity with the expressed intent of the Board, experimentation was carried on for several years with

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various admission standards. Beginning in 1914 a second system of special classes, called ungraded, was developed for borderline, backward and restoration cases, and still later a beginning was made toward the development of prevocational classes, now frequently referred to as occupational classes for the older, higher-grade retardates.

Special classes denied no special types

The admission standard eventually adopted for the more severely mentally handicapped was a minimum Binet I.Q. of 30-35 and an educational level of subkindergarten. Children at the lower limits were admitted on probation provided they were toilet-trained and not so unstable as to disorganize the class. No special types, such as mongols, were denied admission—contrary to the arbitrary edicts followed in some school systems.

In 1919 upon the enactment of the Missouri Special Education Law, the St. Louis admission standards for classes for the mentally deficient and borderline, backward and restoration cases were adopted by the state superintendent of schools.

The St. Louis and Missouri standards were subsequently followed by the Bureau of Special Education of Miami University and by some 45 school systems in Ohio which established special classes for the mentally handicapped under the Bureau's sponsorship. These standards were also followed by the Division of Special Education of the Baltimore public schools and by the Division of Special Education and Mental Hygiene in Wilmington and in the state of Delaware.

Under these standards in all this time, the teachers in accordance with their privileges under the rules have requested the exclusion of only some twelve or fifteen children because of ineducability or untrainability or because of excessive instability—usually the latter. These children of very limited intelligence were serviced in the public schools not as a vagary but in fulfillment of their inherent,

constitutional rights guaranteed to them under the equal rights amendment.

In 1951, Delaware legislators passed an appropriation bill which provided the financial means for carrying out a mandatory special education Act (drawn by the writer) which had become effective in 1939. That Act, one of the briefest but most comprehensive special education Acts, contains the four vital essentials for such an act: the mandatory reporting of all kinds of handicapped children to the state department of education; the requiring of adequate examinations for referrals; the obligation to provide the recommended educational treatment and training; and the implementation of the program of services in accordance with the rules and regulations of the state board of education.

Fixed IQ limit is unrealistic

My own work in this field led to my early rejection of the dogma that a sharp dichotomy exists between educability and trainability and that the public schools exist exclusively for educable but not trainable children. With this rejection went also the repudiation of the whimsical assumption that the line of demarcation between educability and trainability comes at an I.Q. of 50 by the Binet or any other battery of intelligence tests. There are all degrees of educability and trainability and nowhere is there a chasm at any point in or between either category.

To include a definition of "educable mentally handicapped children" in a special education law, as has been embodied in the Delaware Code of 1953, for example, I find unacceptable for the following reasons:

1. The definition of types of the handicapped admissible to special classes should not be incorporated into the statutes, but should be a part of flexible rules and regulations established by the responsible administrative board upon the recommendation of a competent authority conversant with all the vital educa-

tional, social and legal issues involved.

2. Any definition of "educability" is too vague in terms of economic and social concepts which are equally equivocal and indeterminate. There are all degrees of economic usefulness and social adjustment as there are degrees of educability.

3. It is often impossible, prior to training, to determine the degree of economic usefulness or social adjustment even with the best available psychological tests (none of which provide a global picture of the individual's capacities and many of which are far less accurate and prognostic than they have been thought to be). It often requires years of developmental and remedial education and occupational training to arrive at a sound conclusion on that point.

Many reports have reached me of the dissatisfaction with the Illinois law from citizens and parents in that state who maintain that it deprives a number of children of their birthright. This dissatisfaction recently culminated in the passage of an amendment to the special-class law, effective a year ago, which authorizes the establishment in the public schools of special classes for the severely retarded who have been ejected from the regular grades and refused admission to the special classes for so-called educables.

Somewhat similar action has been taken by the legislatures in California, Maryland, Minnesota, Ohio, Pennsylvania, Texas, Wisconsin and New York, and similar action is contemplated in New Jersey and other states.

The special education laws enacted since 1951 (analyzed in my forthcoming text, *Education of Mentally Handicapped Children*) are largely the result of the vigorous and persistent efforts of organized groups of intrepid parents who are now exacting through legislation what they should have obtained through the ready expedient of the modification of departmental rules and regulations through amendment voted by administrative boards.

How Administrators Climb the Ladder

by EUGENE DILS

Director of Placement Service, Stanford University

ALMOST one out of every ten California superintendents is new to his job each Fall, a Pacific Southwest CPEA study covering 1950-53 indicates. This contrasts with the Midwest, where a 1951 study* showed that about *two* out of ten superintendencies have new incumbents each year.

While even the California figure seems high, it is not alarming when the causes for changes are considered. A sizable number of vacancies were created by the incumbent superintendents' moving up-the-ladder into more responsible positions. And common causes for job-changing were retirement, illness, or death of the superintendent.

The largest gross turnover—12.1%—was among superintendencies for City or Unified districts. High School superintendents changed positions next most often, 9.7% of all high school superintendencies changing hands each year. Percent of changes was lowest for Elementary superintendents, at 8.5%. The turnover for superintendents as a whole was 9.4%.

Probably the most interesting part of the analysis of job changes in

California superintendencies was the study of job sequences. The position from which a new superintendent came, and that to which his predecessor went, were determined.

Turn-over in elementary superintendencies

Table I: Of the 103 new Elementary superintendents, 71, or 68%, came to the position from the Elementary schools. In leaving the Elementary superintendency only 46, or 44%, remained in the Elementary field.

Turn-over in high school superintendencies

Table II: Of the 42 changes in High School superintendencies over the 3-year period, 25 or 59% entered the positions from the secondary education field. There were 5 new High School superintendents who had been City or Unified superintendents and 6 who had been Elementary superintendents—about 11% each.

It was surprising to note that only 2 High School superintendents shifted positions to other High School superintendencies. College faculties furnished 3 new High School superintendents during the 3-year period and received an equal number from High School superintendencies.

The position most frequently occupied prior to the High School superintendency was that of High School principal. That position accounted for 15, or 38%, of the new High School superintendents.

Turn-over in city, unified superintendencies

Table III: The High School level also furnished the most new City and Unified superintendents, 17 of the 43 openings being filled from secondary school positions. Again, the position of High School principal was that most frequently held prior to filling a Unified or City superintendency opening.

A greater amount of movement between one City or Unified superintendency and another is evident than is the case in either of the other two types of districts. During the 3-year period studied, 5 superintendents held similar positions before the new position, and 4 who vacated superintendencies were known to have gone on to a similar position in another district.

It looks as though the position of assistant superintendent or administrative assistant is a good stepping stone to the City or Unified superintendency, 5 new superintendents having held such a position immediately before taking a superintendency.

*"Midwest Superintendents on the Move," Earl E. Mosier and John E. Baker, *Nation's Schools*, January, 1952.

as shown by this analysis of job turn-over in California

Elementary Superintendents
Where They Come From—
Where They Go

ELEMENTARY SCHOOL DISTRICT	71	46
Superintendent	16	15
Assistant Superintendent	6	5
Administrative Assistant	1	0
Principal	33	20
Vice-Principal	6	1
Teacher	9	5
HIGH SCHOOL DISTRICT	12	9
Superintendent	4	4
Supervisor	0	1
Principal	2	2
Vice-Principal	1	0
Junior High Principal	1	0
Teacher	4	2
CITY AND UNIFIED DISTRICTS	5	5
Superintendent	3	3
Assistant Superintendent	1	1
Administrative Assistant	1	1
OTHER FIELDS	15	43
County Office of Education	9	10
Graduate School	2	2
Educational Consultant	1	1
State Department of Education	0	1
Business	0	5
Military Service	0	1
Unemployed	....	3
Unkonwn	3	8
Retired	....	11
Deceased	....	1

Number of changes in three years
out of an average of 403 positions: 103

High School Superintendents
Where They Come From—
Where They Go

HIGH SCHOOL DISTRICT	25	15
Superintendent	2	2
Administrative Assistant	1	1
Director Vocational Guidance	1	0
Principal	16	5
Vice-Principal	4	1
Teacher	1	6
ELEMENTARY SCHOOL DISTRICT	6	3
Superintendent	3	0
Administrative Assistant	0	1
Principal	2	2
Vice-Principal	1	0
CITY AND UNIFIED DISTRICTS	5	2
Superintendent	5	2
OTHER FIELDS	6	22
County Office of Education	0	3
State Department of Education	1	1
College Faculties	3	3
Business	....	3
Military Service	1	3
Veterans Administration	1	0
Unemployed	....	1
Ill Health	....	1
Unknown	0	2
Retired	....	4
Deceased	....	1

Number of changes in three years
out of an average of 142 positions: 42

City and Unified Superintendents
Where They Come From—
Where They Go

ELEMENTARY SCHOOL DISTRICT	8	5
Superintendent	2	2
Assistant Superintendent	1	1
Principal	3	2
Teacher	1	0
HIGH SCHOOL DISTRICT	18	11
Superintendent	3	4
Assistant Superintendent	1	0
Principal	9	1
Vice-Principal	0	2
Junior High Principal	1	0
Teacher	4	4
CITY AND UNIFIED DISTRICTS	10	7
Superintendent	5	4
Assistant Superintendent	3	2
Administrative Assistant	1	1
Director	1	0
OTHER FIELDS	8	20
County Office of Education	4	2
State Department of Education	0	2
College Faculty	2	2
Graduate School	1	2
Business	....	5
Military Service	0	1
Unknown	1	1
Retired	....	5

Number of changes in three years
out of an average of 118 positions: 43

HOW TO READ THE TABLES:

The first column of figures in each of the three tables tells how many people came to the superintendency from a certain type of position. The second column tells how many former superintendents went on to that position. In the middle table, for example, the first line under "Elementary School District" shows that 3 High School superintendents came from Elementary superintendencies, but no one took a position as Elementary superintendent after leaving the High School Superintendency.

The study on amount and kind of turn-over in California superintendencies, which this article summarizes, was undertaken by the Pacific Southwest CPEA and covers the 3-year period 1950-51 through 1952-53.

Material to be tabulated was taken mainly from lists of changes which had occurred

between successive annual publications of the *Directory of Administrative and Supervisory Personnel*, published by the California State Department of Education.

Also, almost a complete return was received on letters of inquiry to superintendents who came from or went to other states.

In this study, "City" and "Unified" designate districts in which both Elementary and High School educational programs are the responsibility of one person.

New districts, or new positions of superintendent created within old districts were treated separately and not considered as turnover.

Slides and Tape *tell our story*

by WALTER REHWOLDT and W. B. MAGNER, Jr.

THE TORRANCE High School "Story" and "Planning Your High School Program"—two sets of colored slides accompanied by tape recordings—are helping to tell the story of our high school's program and activities.

For students about to enter high school and for interested adults, these audio-visual presentations are probably the best way of describing what goes on within our secondary education program. As one parent put it, "Pictures certainly tell the story better than talks."

These two projects developed from a need for materials to use with eighth-grade students in planning their program of high school orientation. The district has never been too pleased with the usual procedures of having pupils visit the high school or of having high school students and teachers visit the eighth-grade classes. Moving pictures were considered, but the expense was prohibitive. We then found that with a 35 mm. camera and tape recorder we could produce a series of 36 pictures and an accompanying tape for a total cost of less than \$10.

Each presentation itself takes about

half an hour. Discussion then follows. The psychological principle of proceeding from the whole concept with slide and sound and then answering specific questions afterward gave the approach we were seeking. This method leads to more intelligent counseling and conserves everybody's time.

"The Torrance High School Story" depicts the high school activities, exclusive of regular classes, and includes such items as the flag-raising ceremony, transportation, induction of new students, school traditions, the student council, the campus, the cafeteria, the student store, the club program, service projects, the athletic program, assemblies, social activities, the library, school publications and the counseling service. Taped narration describes each of the pictures, and through this series one can get a quick overall idea of our high school.

This has been shown before the Torrance Educational Advisory Committee, parent-teacher associations and faculty and parent groups. It has become more of an eye-opener than we had thought. One woman came up to the school representative after a showing and exclaimed, "This is excellent. I never realized before all the things my son does in school."

"Planning Your High School Program" is more specifically designed to inform incoming freshmen. It depicts all the school's course offerings and outlines in detail the steps the students take in planning their class schedule. It also describes the part

that students as well as parents and teachers play in planning the four-year program of studies.

Every eighth grade in the district is shown this film by its classroom teacher. This is followed by a discussion period with a visiting high school teacher and student. Since eighth-grade teachers do the programming for their students for the first year in high school, the project also ensures a fuller understanding on their part of the steps involved.

Good technique to describe all phases of program

We have been pleased with the results attained through these materials and can see the possibility of using the technique in other phases of our program. It is simple and inexpensive, yet has no limits as to the amount of material that can be covered. We have depicted seven other areas through this medium: ready for reading, beginning reading, ready for arithmetic, the social studies program, health education, the kindergarten program, and community resources. Others are in the planning stage. These more specific programs are shown before PTA's, in-service teacher groups and parent conferences called by classroom teachers.

It has been a particularly successful device to bring about professional growth on the part of those individuals who participated in developing these series. In the high school series, 27 teachers contributed to the project; the give and take, the clarification

Mr. Rehwoldt is director of instruction for the Torrance, California, Unified School District; Mr. Magner is principal of Torrance High School. They were assisted in the preparation of this article by their superintendent, J. H. Hull.



Coordinating committee develops working script.

tions, the working together, the planning, the refinement, all brought about the need for teachers and departments to work together. This contributed to fuller understanding of the problems of the school as a whole and a greater appreciation of the work of each department.

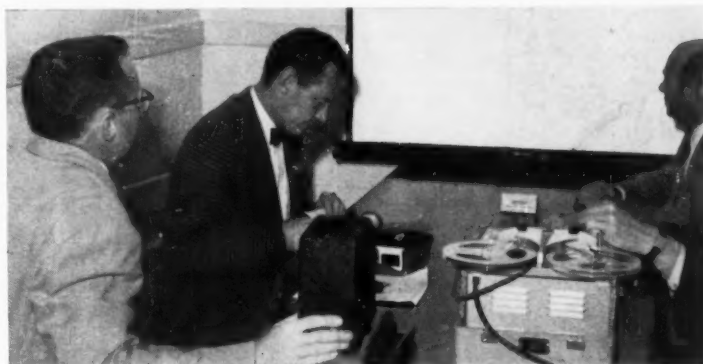
A coordinating committee drew up the broad plans for the project, outlining the sequence of the scenes to be photographed and describing what each was to depict. The committee then wrote a scenario, which fitted all the scenes into the total pattern. A teacher who possessed a 35 mm. camera and an interest in photography was provided the film and asked to photograph the scenes described.

Those teachers responsible for the various scenes then wrote a brief description of each picture taken. These descriptions were forwarded to the coordinating committee for preparation of the over-all script. Another teacher volunteered to record the script on tape. After each picture's description was read, the narrator would pause briefly for indication to the projector operator that the next picture was ready to be shown on the screen.

There is no better way to think through any program than to have to prepare a document for others which describes that program, particularly if it is prepared for use with lay groups. This new medium opens up an effective approach for interpreting our school program to the public.



Volunteer teacher photographs the scenes described.



Committee records the teacher-written commentary.



Production is previewed by a teacher-student test group.



6 Plant Planning Problems

by FRED M. FOWLER

AS A SCHOOL administrator you are probably faced with several of these problems in the discharge of your school plant administration responsibilities:

1. How inclusive should our program of school plant administration be?
2. How can we avoid obsolescence due to functional inadequacy?
3. How can we reconcile economical outlay with adequate facilities?
4. How can we achieve long-time cost economy within a low initial outlay?
5. How much time is required for good planning of school projects?
6. When does it become more expensive to modernize than to build anew?

School plant administration, by definition, includes three major functions—the formulation of a long-range construction program, the planning and construction of specific projects, and the maintenance and operation of existing schools.

1. *How inclusive a program:* Most

This article is condensed from a paper Mr. Fowler presented at a conference of school administrators in Utah who met to discuss problems of plant administration. Mr. Fowler is director of school plant planning, Utah Department of Public Instruction.

plant problems arise because of failure to deal with school plant administration as a continuing responsibility. The very nature of each of the three phases of school plant administration, as outlined, argues that the program must be fully inclusive with no termination in responsibility.

Long-range planning, for example, includes projection of school population and prediction of the number of pupils to be housed according to age grade distribution and type and location of school center, and the appraisal of existing facilities in terms of their soundness and functional adequacy for housing the desired program.

Obviously this job has no end. Periodic appraisals must be made, projections recalculated, and the onset and degree of obsolescence continually appraised. This is true not only because of physical deterioration through the sheer passage of time, but more important because of changes in the educational program. Improvements in educational practice are often retarded because of inadequate facilities.

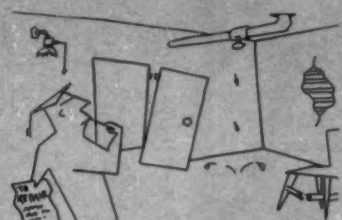
Long-range planning will also ensure the gradual achievement of a good program for reorganizing attendance areas with the most economical location of school centers, a scheduled program of modernization and rehabilitation, sufficient time for careful planning of new

projects, the avoidance of emergency construction with its inevitable compromises and economic waste, the acquisition of school sites at the most advantageous time, and the use of procedures which not only ensure better facilities but foster favorable public relations.

In the planning of specific school plant projects, a good program of plant administration will see that each need is determined far enough in advance so that careful planning can be done. The degree of responsibility exercised by the administrator may range between the desirable policy of preparing a comprehensive set of educational specifications to serve as the architectural program, down to a mere statement to the architect of the number of children and teachers at each grade level to be housed and the amount of available funds.

Only through continued program of operation and maintenance can unnecessary deterioration of physical facilities be avoided. The necessity for at least some of the relatively large outlays for replacing structural parts of buildings may be obviated. It is therefore contrary to the interests of efficient school operation for the administrator to fail to carry on a fully inclusive and continuing program of plant administration.

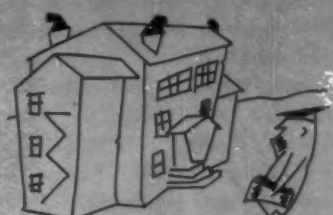
2. *Avoiding functional obsolescence:* Functional inadequacy is one of the greatest wastes in capital out-



How achieve long-time economy?



How much time to plan?



Modernize or build anew?

lay for school facilities. It would not be quite so bad if this kind of obsolescence were found only in old buildings. It is most saddening to see it in recently constructed facilities.

Better to err on the side of too much

Can school plants be designed so that functional adequacy is assured not only for the present educational program, but also for a possibly different one in the future? As for present functional adequacy, *definitely* yes; as for long-time adequacy, *generally* yes. While future development in educational practice cannot be fully foreseen, yet such a look ahead should be taken in current planning. Certain safeguards may be taken in present construction; for example, inclusion of adequate space (if there is a possibility of error, make sure it will be on the side of too much rather than too little), flexibility in structural design and space organization to allow for low-cost expansion or contraction, fully adequate design for lighting, and a structural design which allows for easy modernization of mechanical systems.

3. Economical outlay vs. adequate facilities: The spread between available capital outlay funds and determined needs gives rise to a mean paradoxical problem—the temptation to compromise the adequacy of facilities to be constructed in order to spread the limited funds as far as possible in meeting the needs.

When a given number of instructional spaces is needed, shall the respective square footage be reduced in order to get that number? Or shall

limited funds be stretched to that number by cheapening construction? To yield to these temptations is to build obsolescence right into the school plant. Utility, both now and for the future is lost with, for example, inadequate lighting or mechanical service or storage facilities. It is far better to be sure that the facilities which are constructed are functionally adequate and to make shift for the remaining present need.

4. Long-time economy vs. low initial outlay: The reconciliation of low initial outlay with long-time economy probably plagues school planners the most. Some common questions: should we have fire resistant or combustible roof construction? aluminum or steel or wood window sash? metal or wood trim? wall-suspended or floor-based water closets? durable, easily maintained or inexpensive wainscots in corridors and classrooms? glazed tile or plastered walls in shower and locker rooms? frame or masonry exterior walls?

The only defensible policy of economy is the one which saves money when the long-time cost of operation and upkeep is *added* to initial outlay. The contrary statement is sometimes heard that, "We can always get funds out of our operation and maintenance budget for upkeep, so let's spend the limited capital outlay money for just as much building as we can get." To do so is shortsighted.

5. How much time for planning: How much time does it take to plan a school construction project? Some say, "Much more than is usually used." Others say, "More time than

we have." This is one of the most vital problems because so much money is involved.

It is suggested that for an elementary school of substantial size (twelve teacher stations or more) two years are little enough time to take in planning. A secondary school to house 500 or more students should take at least three years to plan.

Of course, time alone does not assure good planning. The important thing is the organization for the overall planning procedure and the specific steps to be taken. But if the procedure is well organized to include all who should participate and if the proper steps are taken, there is no doubt but that a good amount of time will be used in planning.

The planning procedure should be seen as falling into two main phases—the preparation of educational specifications, and the development of plans from schematics to final working drawings and complete specifications.

Architect's program is what you specify

It is in the first phase where school administrators have been remiss. Clearly the planning of a school construction project is basically an *educational* task. The educational specifications become the architectural program, and their careful preparation takes time and involves many participants. It is on this step that the functional adequacy of the facilities depends for both the present and future educational program.

This amount of time required for good planning of a school is one of the strongest arguments in support

of long-range planning of the total school plant program. If anticipated far enough in advance, specific projects will thus be guaranteed adequate time for planning.

Neither should it be forgotten that the planning procedure must be repeated for each new project. There is no true economy in saving architects' fees by repeating plans and specifications.

6. *Modernize or build anew:* The factors of true economy as well as functional adequacy are at stake in another critical problem—the point at which it becomes uneconomical to modernize and rehabilitate old facilities. At what point, then, should a building be replaced?

A general rule has been advanced that no school building should be remodeled if the estimated cost of remodeling exceeds two-thirds of the cost of replacement. This rule, of course, assumes that the remodeled building would result in as *satisfactory* a facility as a wholly new building, and the cost should be so estimated.

Estimate overall modernizing costs

The cost should not be estimated in dribbles; nor should the remodeling be carried out in fragments unless the entire modernization cost has been estimated. Otherwise, the risk is incurred of throwing good money after bad. The more you spend on a bad investment the more you hate to give it up.

Perhaps the two-thirds rule is overly conservative. At least this is a case where economy of outlay has no meaning except in terms of the satisfactoriness—the functional adequacy and educational utility of the resulting facilities. And a long and careful look should be taken to compare the utility of the remodeled facilities with that of new facilities.

If makeshift must be made until satisfactory facilities may be obtained, then that makeshift policy should be the one which will cost least and will avoid the temptation to throw good money after bad.

let's practice what we preach about . . .

Democratic

by HOWARD E. HENRY

ADMINISTRATION is not what it was once defined to be: the management of men and materials. The human factor is supremely important, and humans resent management. The day of one-man management has gone.

Administration is rather the development, fostering and utilization of human resources, and the coordination of effort to bring about maximum harmonious production. This concept of democratic leadership was probably first advanced in 1887 by Woodrow Wilson, then a professor of political science at Princeton, when he wrote an essay setting forth this theory of the true nature of administration.

The public schools of America have been slow to put into effect the very principles of leadership which they have advocated as the foundation of democracy in a nation. In our civics and history classes we have taught that public education is the foundation of democracy and that an informed citizenry is capable not only of choosing competent leaders but also of advising and counseling those leaders in the discharge of their duties.

Yet these teachings have not been

followed by the very people who disseminate them. Teachers have been reluctant to consult pupils in regard to their own problems. School executives have not sought and frequently have resented counsel from teachers regarding problems which affect their welfare and their teaching effectiveness. Educational leaders have paid lip service to the principle of democratic leadership but have violated it in practice.

In times of emergency, authoritarian administration is sensible and justifiable. Emergencies require prompt decisions and call for a chain-of-command organization to translate decisions into coordinated smooth-functioning actions. Emergencies do not lend themselves to consultations and conferences. Dictatorships flourish through the artificial perpetuation of so-called emergencies.

We cannot practice what we would condemn

Human nature, however, rebels against arbitrary control except under such circumstances, and dictators have found it necessary to indoctrinate their subjects from infancy in the habits of blind, unquestioning obedience to their designated superiors in authority. This is the "fuehrer" principle. It is diametrically opposed to our fundamental concepts of government.

Except in emergencies it has no place in other areas of cooperative human relationships either. For we cannot condemn one form of administrative relations in government and expect to have it condoned in

Mr. Henry is supervising principal of the Felton, Delaware, School District. This paper was submitted as a project for a class in secondary school administration at the University of Pennsylvania where he is a candidate for an Ed.D. degree.

Administration

private or public enterprises. Such a course of action inevitably leads to bad relationships between leaders and subordinates, to misunderstandings and mutual antagonism. Recognition of these truths is one reason for the increasing participation of student councils and staff members in the formulation of school policies.

Arbitrary control wastes human resources

There is another aspect of the relations between school executive and staff member which makes authoritarian leadership in the school unsound, not only from the standpoint of psychology but also from the standpoint of efficiency. That is the waste of human resources, of talent, and of ability to improve the operating efficiency of the school. Within his staff the school administrator has specialists in a multitude of operations essential to the carrying out of the school program. No administrator can possibly be an expert in *all* phases of school management. But the staff members who daily work and live in these areas have spent years in studying and practicing the skills and techniques peculiar to their respective fields of teaching, or pupil welfare and guidance, or plant operation. Is it not shortsighted to fail to utilize this wealth of know-how?

Efficiency demands that the practical point of view of these people serve as a guide in formulating school policies, in revising the curriculum, and in planning additions or alterations to the school plant. Given an opportunity, these specialists will find many ways to be in-

ventive and to exercise individual initiative. The administrator who bypasses such assistance is certainly limiting the progress in the improvement of his school program.

This is not to imply that the school administrator should invariably follow the advice of his cohorts in all

are too idealistic or too advanced for public acceptance. The administrator, who has a better overall picture of the situation, should always reserve the right to adopt a course of action opposing that put forward by his staff advisers.

(Abraham Lincoln once polled his cabinet regarding an action which he proposed to take. Each cabinet member voted "no." Lincoln voted "aye"—and then solemnly announced, "The ayes have it.")

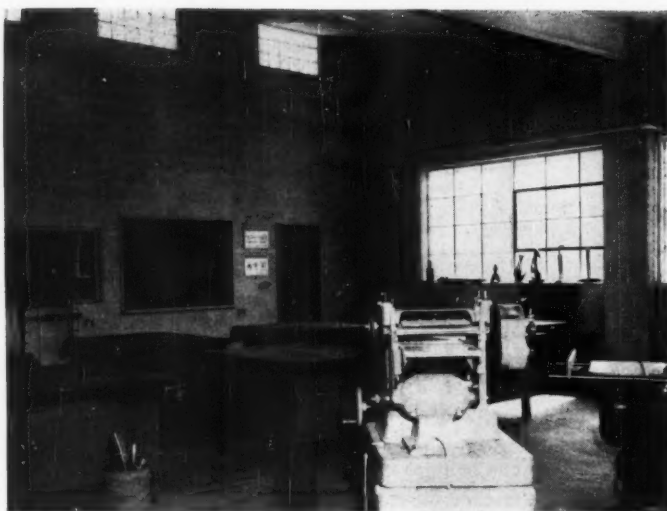
The method pursued is the important consideration, not the agreement or disagreement between the leader and his personnel. When the administrator has to oppose the judgment of his staff, he is on much safer ground to put the facts before the group, tell them frankly about his proposed action, and then accept



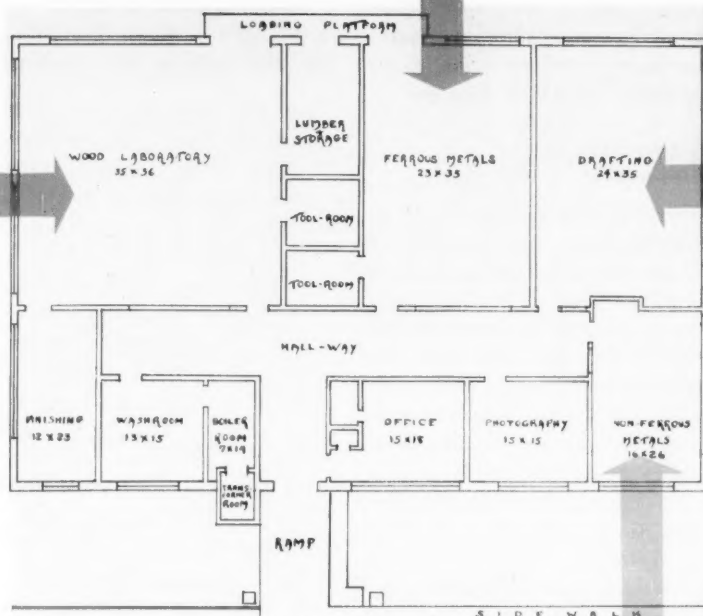
matters. He is ultimately responsible and subject to criticism for the overall efficiency of the school. The individual who shoulders the responsibility is often the best judge of what will work and be accepted. Some staff members are inclined to forget this point. It is sobering to accept responsibility; it makes us more realistic. Those who cannot be held responsible for unwise decisions are prone to advocate proposals which

sole responsibility for his decision.

More and more, school leaders are finding that enlisting the aid and support of the people who carry out policies and actions is best obtained by giving them a voice in the making of decisions. It is the democratic way of operating. It is based on sound psychological principles. It yields the greatest dividends in harmonious human relationships and production.



WOODWORKING LAB—
Note clerestory and show window to hall. Each laboratory has a venting system to take care of sawdust, metal dust, etc.



FOLLOWING the example of modern industries, which often make their plants an attractive part of the community rather than an eyesore, the new industrial arts building at the Abbey School in Canon City, Colorado, holds its own against any other building on campus.

The long one-story building had large windows shielded by a 4-foot overhang; a clerestory admits additional light. The built-up roof is broken only by a single large tower, through which all pipes and smokestacks are vented.

The Abbey School is a boarding school for 200 high school boys, and their pleasure at working in the spacious laboratories often keeps the building open after school hours. The new building has 6000 sq. ft. of floor space, and when fully equipped will handle 100 students at a time. Exclusive of equipment, its total cost was \$42,000, or \$7 a square foot. Michael Jankowski is the architect.

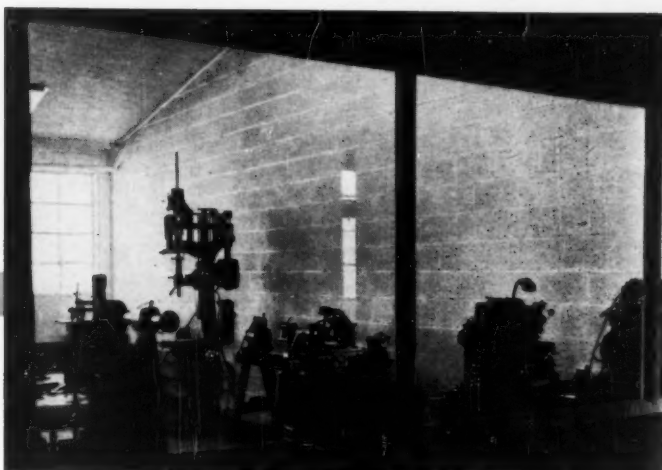
The Reverend P. Michael of the Abbey School regrets only that the building was not made larger, with facilities for more permanent exhibits, auto mechanics instruction, and separate storage for inflammables such as paint and thinner.



Industrial

Arts Building

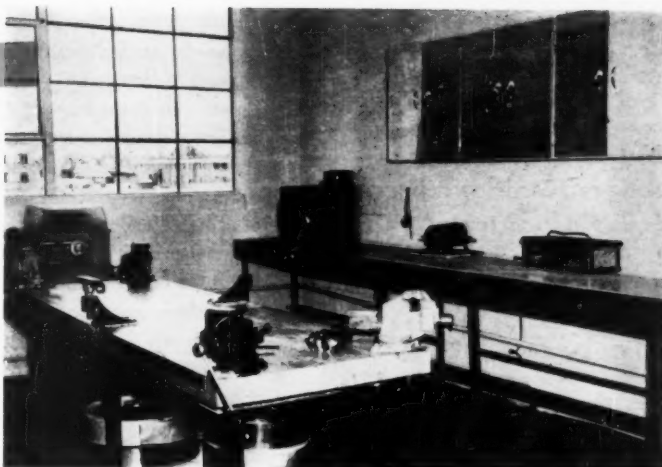
FERROUS METALS LAB—This view from the corridor shows the noise-controlling acoustical ceilings and cinder block walls used throughout.



DRAFTING ROOM—Installation of darkening drapes will make this room useful for showing films. Heating throughout is steam-baseboard radiation.



NON-FERROUS METALS LAB—This room will eventually provide for ceramics as well as art metal instruction. Printing is in another building.



The Middleman Between Supply and Demand

by A. J. FOY CROSS

Dr. Cross is professor of education and director of placement services at New York University.

Not a job-getter, the college placement director is the expeditor of the processes by which jobs find people

FROM THE days when the college placement officer was primarily a shopkeeper presiding over the college's showcase of available graduates, the steady growth of the community services rendered by colleges and universities has developed a new concept of college placement service.

Most colleges and universities today have one or more placement officers. It may be tritely but truly said that these men and women are unsung heroes in one of the most exciting dramas of the modern world.

From the outside looking in, one sees the placement officer as a resource for finding employable people and a screener who helps to fit specific jobs to the specific skills and other characteristics of these people. He is looked in upon as an aid to employers who wish to make ideas work through people at work.

From within, the placement officer is seen by students and faculty members as a recurring part of a continuum which extends from the earliest recruiting and screening of students for admission to specific curricula, through the long period of direct and indirect counselling which attends the class instruction phase of college, and on into initial and subsequent occupational adjustment in the job world. He is to the student and teacher an aid in their efforts to identify, develop and "sell" occupational skills, desirable attitudes, good human values and a host

of other characteristics which, when properly "packaged" in a graduate, will fill a need in the job market.

He isn't then an employment man, this placement officer. He doesn't *get* jobs for anyone. He doesn't assign people to positions even if he knows of many attractive vacancies. He is, rather, the relatively obscure middleman, or the behind-the-scenes expeditor of the social processes by which jobs find people.

Renders service to both schools and industry

In this role, the placement officer renders an important service not alone to his college, but to school boards, to personnel directors of business and industry, to government personnel recruiters, and to many others who are charged with filling job orders.

This placement officer functions as a liaison between those who represent "supply" and those who represent "demand." Let us see how this middleman views his own position between supply and demand.

The most significant person in the job placement process is the prospective employee himself—the student or alumnus who registers for job placement. To put this in a commercial context, the student is at once a direct-contact salesman and the product to be sold. Both his salesmanship and his marketable skills, which characterize the product, come

from the university's production department. If he is not a good salesman, or seems an inferior product, he has difficulty making a sale, or getting placed, regardless of the market.

The placement officer, on the other hand, in his role of middleman, is more the market analyst, advertising consultant and sales record clerk rolled into one. This analyst-consultant-clerk seldom makes the sale himself.

Faculty seen as production staff

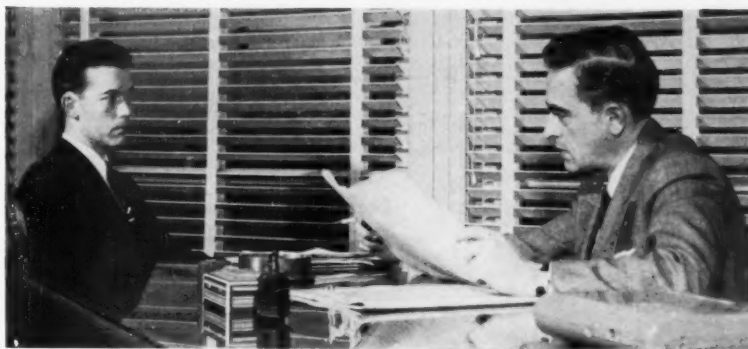
The next most important influence on this placement program, after the product itself, is the production staff. This is the faculty and administration, the group that is not only directly responsible for the quality of the product and its adaptability to the market, but which also trains the vast army of salesmen, directs the advertising and determines the nature of the whole sales program.

Through their recruitment programs, specialized departments select the raw material most adaptable to the production processes with which they deal. Through their curricula and by their instructional procedures they turn the raw material into the commodity to be offered on the market. Because much of the manufacture is hand- rather than machine-processing, the time from raw material to finished product is long.

Keeps tab on changing market requirements

During this lengthy production period, the consumer market frequently changes. These changes are noted and sometimes result in slight alterations in the specifications of the commodity under production. Also during this period, through a continuous counselling program, the salesmen must be kept abreast of the changing characteristics of the market and trained in effective marketing procedures.

In all this, the part played by the placement office is still relatively obscure, but none the less important. The staff of department heads and



A personal interview with a placement service official follows registration. Here an alumnus discusses his prospects in private industry with the author.

the individual instructors, with their fingers on the pulse of employer demands in their particular fields, not only recruit and instruct, and otherwise produce the commodity, but also actually direct the sales program, the placement, the follow-up, and even the replacement of the students and alumni. The most effective placement office of a university can, however unglorious it seems, play only a supporting role in all this.

Follows through from admission to employment

It may seem inappropriate to compare a service-centered institution like a university with a purely commercial institution, and the analogy may not be an exact one. But the point is that college and university people are producing a product for society, and this product must meet the demand and acceptance patterns of our society.

In this producing and marketing agency, the placement officers must be prepared to assist each of the functions of their institution—recruitment, admission, instruction and counselling—without assuming alone the responsibility for any one of these functions.

Through research and analysis of the market, the placement officer and his staff are able to help members of a faculty adjust all phases of the continuum, from recruitment to employment, in order to meet the recognized employer needs of society.



New York's department stores, where this graduate has found a fashion-textile job, work closely with NYU.



An NYU graduate starts career in aircraft plant—a field in which good engineers are in high demand.



America's Best Secondary School

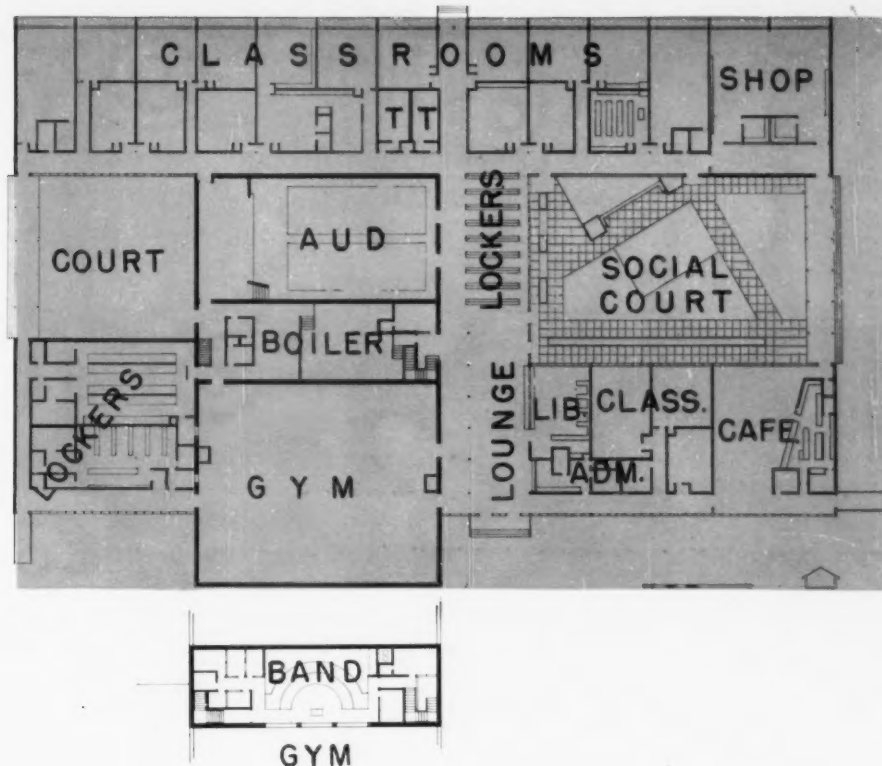
IT TOOK three years to plan, design and construct the Norman, Oklahoma, High School. It has now been lived in for one year. Therefore its good and weak points have been revealed and tested.

Educationally, it is the best secondary school plant the editors have seen. Attesting its architectural quality, the jury of the American Institute of Architects, which judged buildings of all kinds constructed in the United States in 1953, gave it a Top Award—the only secondary school to win this highest recognition.

Here then is a building of more than passing interest. It should be studied carefully to discover what makes it good both educationally and architecturally. Any school district faced with the need for a new secondary school would do well to become acquainted with this building.

The educational planning of the Norman building was developed by Superintendent Don Garrison, the members of his staff and committees of citizens of Norman. The building was designed by the architectural firms of Caudill, Rowlett, Scott and Associates of Bryan, Texas, and Perkins and Will of Chicago. It was financed jointly by the Norman School District and the City of Norman.

*The Norman High School received a First Honor Award in the 6th Annual Honor Awards Program of the American Institute of Architects. It was the only secondary school to receive this citation.



Hedrich-Blessing photos



Facing page: The cafeteria and shop flank the social court on the east wall. Only in these two rooms and in the choral room at the west end of the building does direct sunlight ever penetrate.

Left: The student lounge is a busy place from 8:30 to 4:00. Here you will find students reading, writing papers, playing dominoes, talking, or waiting for their bus. Columns at right effectively separate lounge from corridor traffic. Library is at left, office in center background.

best secondary school

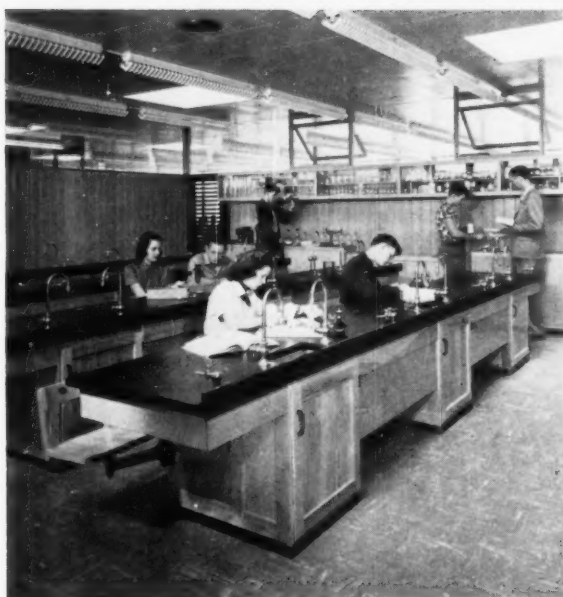


Above: All but 3 classrooms open off this corridor which runs the length of the building. Top and bottom sections of all windows are vented to permit cross-ventilation through interior classrooms at right. Of this social court, the AIA citation read, "The well-scaled court is the heart of this building. This meeting place provides a much needed feature for teen-agers. It does not depend on the special climatic conditions."

Left: Locker area across corridor from the auditorium is easily accessible to evening visitors. This provision keeps corridors throughout building singularly free of congestion.

Below: Floor is cantilevered out from north wall so students can sit and watch athletic practice. Partitions between classrooms are extended outdoors to shut out early morning and late afternoon sun. Center five panels of glass in north classrooms are blue translucent glass.





Top: Home economics area has three rooms—a living room for teaching social graces, sewing room with dressing rooms and this kitchen. Top and bottom windows project out. Remaining glass is translucent blue. Bookshelves are suspended from mullions.

Above: The library is used along with the lounge as a study area. Though students are permitted to study in the social court outside, many prefer the library. It is just as bright, there is less glare and the temperature is more constant.

Left: The physics laboratory is an inside room with work and storage cabinets on opposite walls. Only on dimly dark days are tube lights turned on to supplement natural light through skylights. Projected sash between classrooms permit circulation of air, but because they are 7 feet off the floor, they carry little sound from other rooms.



Above: Typical outside classroom holds 30 desks comfortably, has one wall devoted to chalkboard and tackboard, two walls vertically panelled in pine. These outside rooms are reached by short halls off the main east-west corridor.



Left: When the breeze is from the north, air enters outside classrooms at floor and ceiling level, passes into inside classrooms through high vents (seen through door opening) or metal louvers, into corridor through glass jalousies and more high vents, and through glassed corridor wall to the courts.

The AIA citation said, "The classroom section provides a minimum of corridor and a maximum of educational space. By the handling of interior partitions and top lighting, interior classrooms achieve a very open feeling. Here a complex high school program has been treated in a simple and direct way."

looking ahead to 1954-55

As a new school year dawns, more than a million children are entering school for the first time, thousands of new teachers are beginning their professional careers, and citizens are asking that their schools not only teach fundamentals but also aid in making their communities better places in which to live. The school year 1954-55 will be a testing year for teachers, pupils, communities and the nation. What our schools do this coming year will be important. THE SCHOOL EXECUTIVE has asked six American educators to take a good look ahead at 1954-55. These authors represent a cross-section of the profession—from classroom teacher to U. S. Commissioner of Education. The views they present on the following pages will stimulate you to consider for yourself the opportunities and responsibilities awaiting you in 1954-55.

a classroom teacher

... looks ahead to 1954-55—and assesses the growing tasks facing her as the scope of education broadens

AS A CLASSROOM TEACHER facing another year in a vital segment of our society, I am confronted with a job requiring large outlays of time, energy and self. Some of the tasks before me are unique in that no other agency can perform them or in that they are the inevitable result of the nature of the teaching profession. Each pupil and each group of pupils is different, a factor which is the source of some frustration but of even greater satisfaction and challenge.

However varied the groups with which I work and however broad the scope of my instruction, as a conscientious teacher I face the ensuing year with the conviction that my job is of utmost importance to the perpetuation of a way of life which we believe offers us the best in living. With assurance, tempered with humility, that it does make a difference whether or not I do my particular task well, I anticipate a year filled with opportunities demanding all the initiative, enthusiasm, resourcefulness, know-how, love, and patience that I can muster.

A teacher's thinking or beliefs about what education is should be continually re-evaluated. With the awareness that the philosophy of the individual teacher determines the classroom program and that it is the very cornerstone upon which all else is laid, my major task of the new school year is to appraise my own thinking and practices as they relate to the purposes for which I am teaching, the recognition of student needs, and the human relationships for which I am responsible.

I believe that one of the major purposes of education

is to foster and develop democracy as a way of life, and that the individual boy or girl is of utmost importance.

In the light of this belief, do I help boys and girls develop democratic ways of behavior? How do I help them acquire desirable attitudes, habits, social skills, ideals, interests, and appreciations? As a result of my teaching, will they develop an abiding desire to become better citizens, to improve and perpetuate the ways of democracy? Realizing that the foundation of any kind of social organization is its educational program, am I helping them to develop competencies in all areas of living?

As a teacher I must be fully aware of the needs of my students; consequently, a critical evaluation of my teaching in the light of their personal-social needs, both immediate and as they are related to broader social problems and conditions, becomes an important task.

Even a cursory analysis of their needs reveals the impact of revolutionary changes that have taken place in many aspects of our life within the past few decades. The rapidly changing social scene and the many new insights into the nature of learning and human growth and development have made obsolete an education primarily concerned with the acquisition of facts and academic skills. So multitudinous and persistent are these changes that the present generation cannot assume that the conditions under which it lives can or should be transmitted substantially unchanged to the next generation.

In the reflection of these changes and social circumstances, what are the developmental needs of my students? *What* shall I teach them and *how* shall I teach them in terms of these needs? Do I help them acquire information necessary for adequate adjustment to the world in which they live?

After considering the purposes for which I am teaching and the needs of the students with whom I come in contact, my next endeavor is to evaluate my performance in the areas of human relationships, which include

by JOSEPHINE PRITCHETT

Teacher of commercial subjects at Chattanooga, Tennessee, High School

teacher-pupil, teacher-teacher, and teacher-community relationships.

Is the environment in my classroom conducive to desirable teacher-pupil relationships? Is there mutual respect between my pupils and me, fostering freedom of expression and participation in learning activities, or is there an atmosphere of fear and restraint brought about by teacher domination? Do my pupils feel that they are liked and understood, that they belong to my group and have a definite role in the general welfare not only of my particular group but also of the school as a whole?

Do my relationships with the other members of my profession need improving? Have I established good rapport between myself and other educational workers—administrators, teachers, supervisors, secretaries, and custodians? Am I friendly and helpful toward other staff members, or do I fail to recognize the value of and give due recognition to the efforts and attainments of others in areas and levels different from mine? Am I willing to plan and work with others on over-all problems?

Finally, I must be cognizant of the people in the community of which I am a part. My sensitiveness to them and their problems determines in a large measure my effectiveness in the community. Am I aware of the contributions that parents and other adults can make to the school program? Are my relationships with the parents of my pupils the kind that engender good will and mutual understanding, or do they feel that I am "talking down" to them, as I recently heard one mother express it? The desirable school curriculum at all levels is the result of the interaction of teacher, pupil, community setting, and social culture, but this interaction cannot



There must be mutual respect.

occur if any one of these component parts is ignored.

In our interest and concern for developing good relations within the community, we should not overlook those relationships that exist at the state, national, and international level. Since we are living in what is more and more a one-world era, we should be concerned about developing global concepts.

With the conviction that the quality of a nation depends upon the quality of its citizens; that the quality of its citizens depends, not exclusively but in a critical measure, upon the quality of their education; and that the quality of their education depends, more than upon any other single factor, upon the quality of their teachers, I consider an evaluation and re-examination of my philosophy and practices as necessary duties and basic essentials to my professional proficiency.

With reasonable success in achieving the desired attitudes, understandings, and skills, I feel that I can confidently look forward to richer dividends and greater job satisfaction than I could possibly realize in any other profession in which I might invest my life.

a high school principal

... looks ahead to 1954-55—and recommends community acquaintance with, and confidence in, the schools to puncture the pall of public criticism

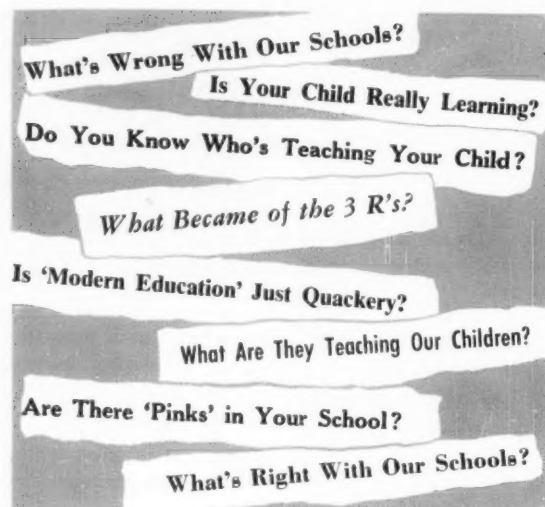
by BURD D. STOVER

Principal of Greenacres School, Scarsdale,
New York

September, 1954

ONE OF THE MOST important tasks facing the principal this coming school year is that of taking action to maintain or, if need be, regain public confidence in our public school system.

This is not the first period in which the quality of the public education program has been under wide-spread attack, but it is perhaps the first time that a few authors, writing for magazines of large national circulation, have presented the pro's and con's of the public education program so widely and effectively. Writers in the daily



Many people are beginning to wonder.

and weekly press have been encouraged to follow their example.

The reaction of an individual community to the publication of charges against the schools depends largely on the degree to which the school administration has kept the public informed and the degree of confidence it has inspired. There are three ways in which the public can react:

- Immediate, uncritical acceptance of the charge;
- Uncertainty as to whether or not it is true;
- Rejection of the charge on the basis of knowledge to the contrary; or uninflamed acknowledgement of its truth based on prior knowledge of the particular situation and of steps being taken to improve it.

Developing and maintaining staff and public confidence is certainly one of the administrator's more challenging duties. It calls for continued unified action on problems by both the professional staff and the citizenry. The question can well be asked if confidence in the school administration is more effectively inspired by the fact that problems are solved, or by intelligent choice of the process used in solving them.

When the process encourages open-minded interchange of ideas, when it is used honestly for policy re-evaluation rather than as a means of warding off criticism, then the process tends to create confidence in both the school and its leadership.

Confidence will surely not grow out of the dogmatic adherence to policies which are indefensible or inadequate, or even merely misunderstood. Basic to the development of confidence is a school or school system which is seeking the help of all who can contribute to the improvement of philosophy, methods, staffing, plant and human relations. It is this climate of cooperative doing which favors the growth of confidence.

Although everyone has an important role to play in

the development of confidence, the school principal has a role more critical than most. He is the administrator who has the most direct and frequent contact with parents and children. The level of trust in his community is particularly sensitive to the decisions he makes and the manner in which they are arrived at.

A principal cannot develop confidence if he is not himself confident. If he feels secure in his own ability to meet the requirements of his position, if he has assurance that permits him to move intelligently and positively in solving his many problems, he can then move to establish that same feeling in his staff. When based on actual ability, confidence can be infectious.

The principal will be faced with the major part of the task of interpreting program to the public. On his shoulders will fall much of the responsibility for pointing out the immediate needs of his own school. Yet, he must point out shortcomings, whether they be in program, staff or plant, in such a way as to achieve positive results.

He must be able to approach difficult situations with leadership, yet he must open-mindedly expect and accept suggestions from others. Where possible he will involve others so that through their increased identification with the school they will tend to gain in confidence.

He dare not underestimate the importance of staff confidence as a factor in the functioning of the school. The principal is always being challenged to fully develop the ability and confidence of the staff. He is concerned that the staff should have confidence in themselves, in him and in the program, and in the citizens' acceptance of what the school is doing.

Parent opinion about schools is affected by the nature of the child's routine comments on school. If the comments indicate the child's confidence in the teacher, then all is well. But if there is a steady stream of expressions of dissatisfaction, or lack of confidence in the teachers' professional ability, a general lowering of public confidence will surely occur.

This does not mean that the school in which there is some poor teaching can never have the confidence of the public. If the administrator makes sure the public understands that the deficiency is recognized and that steps are being taken to correct it, public confidence can be maintained.

Confidence might be considered the result of ascertaining, and keeping fairly close to, the picture of education held by the people of a given community.

The principal, through his many contacts with laymen, is in a good position to discover what his community wants and is ready to accept. He must accurately judge how quickly and how far he can move in a given direction without losing the support of his patrons.

This concern with confidence seems to me to be one of the most important considerations of the principal for the coming year. Granted, it is not his task alone. However, he can do much through intelligent and imaginative action to regain the public confidence which the schools deserve.

a superintendent of schools

... looks ahead to 1954-55—and sees the pressure of thought control as one of the problems which demand that he exert creative leadership

A MERE LISTING of the problems of the superintendency would be "busy work." Those day by day, year by year problems always have been and probably always will be a part of the job.

One of the most important tasks in any school system is the development of a basis in thought, a frame of reference, for the determination of the appropriate aspirations and understandings of a program of education designed to meet the needs of children, youth, and adults. The term "aspiration" is used to denote what people value or what they think is important.

Leadership in education has the responsibility of presenting a continuing contrast between what is and what might be. That is, what are the schools doing to improve the education of children, youth, and adults? What are the schools doing to improve the quality of living in the community? What *could* the schools do to improve these things?

"Understanding" is the insight or the know-how which educational leadership must have before education can be improved. Understanding discloses alternatives or choices as to actions which make it possible for individuals to bridge the gap between what they want and what they have in an educational program.

On the assumption that progress in education depends upon the determination of appropriate aspirations and upon understandings as to time, place, and circumstance, leadership has the task of reconciling and bringing into proper relationship differing views as to what aspirations

and understandings shall affect the total educational program.

According to this point of view, the problems facing the superintendency in 1954-55 may be the same as the problems of a decade ago. The really important point is that the answers must be different.

It may be that better answers to old problems will to some degree forestall the development of new problems. For example, the problem of human relations has persisted throughout the ages, but today it looms as an issue which must be faced locally, nationally, and internationally. Relationships of individual to individual, individual to group, and group to group must receive utmost thought and consideration.

In spite of overcrowded buildings, teacher shortages, inadequate revenue, etc., we must not lose sight of the even greater problem of finding ways and means for improving the conditions of living in the community. Heritage is a strong force. Sometimes it paves the way for change. Sometimes it seems to block change.

Communication channels need be kept open

Educational leadership has an important role in stimulating the development of programs of education designed as bases for a civilization which refuses to stand still. Channels of communication should be opened and kept open for total school and community planning. Machinery should be kept in operation for the wise use of human resources. This involves lay and professional group planning and it involves understanding and appreciation of the contributions each group can make.

Freedom to teach and to act upon the best we know and believe may pose something of a problem at times. A healthy interest in the schools on the part of parents and the general public is to be encouraged. Nevertheless, when there are attempts to foist personal or political interests upon the schools, educational leadership must underline the primary function of the schools—the maximum development of children, youth, and adults and the

by E. W. RUSHTON

Superintendent of the Roanoke, Virginia,
City Public Schools

September, 1954

improvement of the quality and character of the community.

The increasingly harmful effects of "thought control" may well be one of the chief concerns of education in 1954-55. Often those who would attempt indoctrination in the name of education use techniques they profess to abhor in the dictator powers.

The central task of the superintendency is comprehensive planning as contrasted with piecemeal or partial planning. The need for comprehensive planning is two-fold. First, plans for the parts of an educational program affect the whole; and second, plans for the various parts of a program can be determined best from the perspective of the total program.

In designing a total school program the areas to be included may vary from community to community, but the principles remain the same. The comprehensive plan will be a reflection of the taste and the intelligence, the level of aspiration and the level of understanding of the community.

Comprehensive planning requires hard, straight thinking on the part of many individuals and groups. Though there are few rules to follow, it is almost axiomatic that the individuals and groups involved must understand the task at hand before they can be free in either thought or action.

One concept of comprehensive planning seems to be concerned chiefly with the quantity rather than the quality of activities, apparently on the premise that if all concerned push a little harder and run a little faster, progress in education will inevitably follow.

Another concept assumes that progress in education is made when lay and professional groups work together to develop plans which reflect the ambitions, aspirations, and understandings of the whole community. This type of cooperative endeavor reflects a fine sense of timing and takes into consideration the realities of a given situation.

As I see it, the school year 1954-55 will continue to demand the best in the way of educational leadership, but conventional leadership will not be enough. It is one thing to carry on in the tradition of 1920 or 1930. It is quite another thing to think, plan, and lead in this the second half of the twentieth century. Once the major issues are defined, leadership in education will have sharper focus; the relationship of means to end will be made explicit; emphasis will be given to quality rather than to quantity of activities; passive cooperation will be superseded by creativity of effort; frustration will give way to achievement and power will be released for the tasks ahead. Improvement in education is possible only when thought runs ahead of realization..

a professor of school administration

... looks ahead to 1954-55—and suggests that better-informed lay groups can help close the gap between community reaction and educational developments

THE SCHOOL YEAR 1954-55 may well be another critical year in the history of American education. More than ever before those who have the responsibility of administration of the public school program are faced with certain unique and critical tasks. No single task is

remote and sectionally isolated. Rather, the implications of such problems are nation wide. Such problems as the continuing attacks on newer developments in education, the question of segregation, and the continuing shortage of buildings, classrooms, teachers, and adequate financial support for public education—these and others are continuing problems, yet problems that must be given serious consideration.

We may expect continuing attacks on the newer developments in education, such as the effort to deal effectively with a wide range of individual differences, carrying out the school program in terms of meeting the immediate needs of all the people, managing the curriculum in such a way that the concept of thinking as problem solving may be employed, providing for pupil

by JOHN W. GILLILAND

Professor of education at the University of Tennessee, Knoxville

Segregation can no longer be ignored.



participation in the management of the school as a means of developing habits of responsibility, and the use of pupils' problems and community resources in curriculum development, and the like.

These developments meet in head-on collision with an older concept of training and so-called academic standards. There are those who neither comprehend nor accept the idea that public education should be provided for all the children of all the people. The conflict is an old one. It centers in the issue as to whether public education shall be for all American youth, or whether through the application of highly competitive devices in the upper years it would cater to an intellectual elite only. It also points up the conflict between those who are endeavoring to employ a dynamic, experimental logic in dealing with educational problems and those who cling to a more traditional either-or concept.

It is of crucial importance to push forward the development of citizens' advisory educational councils, helping these councils to deal thoughtfully and constructively with the problems and issues that face our schools. The formation of community councils is not enough as community leaders must be trained for effective leadership. We must realize the great need for doing a better job of helping people to understand the real purpose of education in a democracy. This means that we must have better informed lay groups.

Schools are faced with the problem of doing something about segregation. Some insist that this will be a major problem only in certain sections. It is apparent that educational leaders should be prepared to meet this question fairly, so that all will agree when the decision has been reached that it is the best one for all concerned. There may be some violent reaction, but there must be devised a way, some practical and satisfying way, to meet this problem.

With some of our states threatening to abandon public education since segregation has been declared unconstitutional, and with other states debating on what rules to make next, naturally, there is some confusion in the minds of educators as to what to do about the dilemma today. The time has come, however, when we can no longer remain silent on this issue.

Politicians in some areas are already developing plans to circumvent the implementing of the Supreme Court decision on segregation. Schools may be re-districted and by scheming no white pupil will fall in the same district as the colored. But avoidance merely defers the time when the problem must be faced and faced squarely.

When the school bells ring over our nation this September, there will be enrolled the largest number of children in the history of public education. This means that larger groups of children will be assembled in the already overcrowded classrooms. The number of children in our schools has increased about one million a year since 1951. These crowded schoolrooms will mean less effective classroom instruction. Not only will these pupils be attending overcrowded classrooms, but many classes will be held in buildings that may be aptly termed, "fire traps."

Since enrollments are going to continue on the upward swing for some time, there must be increased attention on the part of educational leaders to improving this situation. It means that new schools must be built and others rehabilitated in order to provide the type of instruction needed. Buildings should be planned so that money may be used to the best advantage, thus bringing about economies in schoolhouse construction.

So much is needed immediately to add the new classrooms that are so essential to house our pupils adequately that it becomes an acute problem in financing. In most communities, the financial need will be greater than resources available due to the debt ceiling unless assessed valuations are boosted or ceilings are raised. This makes it imperative that state and Federal aid be increased if the housing crisis is to be eased.

One cannot help but wonder where qualified teachers may be obtained for current and projected classroom requirements. Turnover in the teaching profession is perhaps higher than in any of the other professions. The most widely advertised shortage in America is not helped by the fact that compared to 1946 there are 42 percent fewer high school teachers being graduated from college.

Neither is the supply of elementary teachers adequate to meet the demand. In many of the schools, a number

of teachers do not have the necessary qualifications and are teaching on emergency certificates. Many others meet the minimum requirement, but do not possess the ability to do the job, or they lack a sincere desire to be of great assistance in meeting the needs of boys and girls. This shortage, of course, results partially from salary schedules which are lower than in many fields, and from pressures and insecurity that are prevalent in school systems over the land.

Equally important in considering this matter of teacher shortage is the training program for qualified teachers. We, as educational leaders, must face this problem realistically and dynamically. Many are seriously questioning the present methods employed in training teachers. Somehow or other, some way must be found to develop a more realistic kind of program if the job is to be done in the proper manner.

Many youth do not seriously consider teaching as a profession for themselves because their teachers have shown no enthusiasm. There should be a broad cultural education prerequisite for teachers.

All of these problems of education are critical. They are problems that need our earnest attention, and above all, they are problems that will require an intelligent kind of democratic leadership.

Because our schools are locally controlled, each school superintendent and principal must provide the kind of educational statesmanship that is demanded by the times in which we live. It is only through this kind of leadership that we will be able to preserve the true concept of democracy; that each local community will be helped to play a significant role in solving the crucial local, national, and international problems that are faced by the people of our times.

a chief state school officer

... looks ahead to 1954-55—and finds inadequate schoolrooms and insufficient teachers among the problems that face most state offices

OF COURSE the bulk of time and effort in State Departments of Education during the school year 1954-55 will be spent in the innumerable details of service to local school systems for which State Superintendents, State Boards of Education, and State Departments of Education have been established.

They will be gathering, assembling, and distributing data on operation of local and state schools; distributing state funds according to criteria and procedures established by law; interpreting state school law; establishing and enforcing standards of teacher certification; enforcing other standards for school operation as prescribed by or in pursuance of law; supplying data to the United States Office of Education; and fulfilling obligations to

the Federal government necessary to use certain Federal Funds made available for state and local school purposes.

These mandatory duties originally prompted legislatures to establish State School agencies. The legislature and the people still consider their performance one of the chief functions of the State School Office.

But state departments will doubtless look forward in 1954-55 to improving and extending the many services to local school systems which are operated on a purely voluntary leadership basis.

Calls to make or cooperate on surveys of local school building needs; calls to assist in workshops with teachers and administrators for improvement of pupil guidance programs, community conferences on adult education, in-service programs for curriculum improvement—requests for services such as these test the caliber of the state department of education in a state. They largely determine the extent to which the department is exercising leadership in improving the educational program. This voluntary leadership increases as local school systems develop confidence in the quality and the motives of leadership in the state office.

Certainly, during the school year ahead, each state department will be seeking to merit the increasing confi-

by E. ALLEN BATEMAN

Superintendent of the State Department of
Public Instruction, Salt Lake City, Utah

dence of local school administrators. The goal is to have the mandatory duties accepted on a leadership basis as much as possible, to make it unnecessary to operate on a basis of authority.

Although these general areas of mandatory and voluntary services are necessary and desirable, most services in these areas will be performed by staff directors and their assistants according to standards and procedures which have become accepted as more or less routine department policy. They will not consume a major portion of the time and energy of the state superintendent and his major assistants.

If a state department expects to maintain or to build educational leadership, the top leaders in the department must identify the crucial problems that face education today and that will continue or arise in the years immediately ahead. What the state school office does about identifying these problems and "pinpointing" them for school leaders and the public, and the cooperative way in which solutions are devised and executed will be the real tests of educational leadership by the state department of education. I shall attempt to identify a few of these pressing and emergent problems that face the state school office in most of our states for the year just ahead.

1. *State White House Conference on Education*

It now appears certain that a call will go from President Eisenhower to each state to hold a citizens' conference with educators for the purpose of identifying pressing educational problems, exploring possible solutions for them, and suggesting appropriate responsibilities of local, state, and Federal agencies in their solution. The cooperative procedure followed in the calling of these conferences, the way in which they are organized and conducted, and their coordination with the purposes of the National White House Conference anticipated to be held in the latter part of 1955, will have great effect upon the future of public education in America for many years to come.

2. *More and Better School Buildings*

The national need for more and better school buildings has been well established by the School Building Facilities Survey conducted by the United States Office of Education. In practically every state there are school communities that cannot meet their minimum building needs from their own resources. The State School Agency in each state has an urgent mandate fearlessly to exercise leadership in working out a practical solution to its own state school building problem. If some help from Federal sources is necessary, there is a duty to make the facts known.

3. *Need for More Teachers*

Need for a larger number of elementary school teachers now and in the years ahead will be further aggravated by an increase in the number of secondary school teach-



Many communities cannot meet increased schoolbuilding needs.

ers needed after 1956. This need for more teachers comes at a time when the number of high school graduates is at a low ebb. The amount of need varies from state to state, and school district to school district. Although local school leadership can do much to solve the problem, it appears that if the schools are to induce a fair proportion of young people of ability to become teachers, local districts must be assisted by carefully worked out plans on both a state and national basis.

4. *Teacher Certification Standards*

Will the need for an increased number of teachers result in a decrease in quality of teachers? Fortunately there appears to be ample evidence that the public, school administrators, and prospective teachers themselves are demanding high standards of training. State departments have a major responsibility to work with teacher-training institutions and other interested groups in holding the line against a vocal minority that urges the necessity of lowering certification standards.

5. *Educational Television Opportunities*

The opportunity to secure television channels for educational purposes came at a time when school costs were

increasing, mainly because of the bulge in school population. Despite the difficulty of securing public or private funds for this purpose, commendable progress has been made in many communities. State departments should keep working for a satisfactory organization for the best use of television as an educational agency.

6. *A Non-Partisan State School Agency*

During the past few years there has been a commendable increase in the number of states that are attempting to establish a non-partisan state board of education with responsibility to appoint its executive officer who is also chief state school administrator. These

purposes are subject to attempts at all levels and in all stages of development to keep or to establish political control of the state school office. In each state in which such plans are now underway, or in which such a change in organization is contemplated, educators must be constantly alert in seeing that the purpose of securing a professional and non-political state school agency is achieved.

These are only a few of the problems to which state school agencies are looking forward in 1954-55. Are we looking forward eagerly to see that we solve them well? Are we expecting to work with all other interested agencies in arriving at the solutions?

the u.s. commissioner of education

... looks ahead to 1954-55—and outlines the progress to accrue from the forthcoming State and White House Conferences

1954-55 SHOULD SEE all of the 48 states facing up to the facts, formulating an action program for meeting the immediate and long-range educational needs of the states and localities, and mobilizing state and local resources.

Impetus for this unique opportunity and challenge for simultaneous but individual state action based on study of the facts and team participation by citizens and educators results from an act of Congress. Act HR7601 provides funds so that each state may hold a conference on education. They will be predecessors to a White House Conference on Education in the fall of 1955.

The United States boasts that one of its educational strengths and one of its bulwarks against totalitarianism lies in having 48 state school systems, each of which delegates much responsibility for operation and control

of schools to the local communities. The schools are truly *the people's schools*.

The need for action to provide adequate education and to center citizen attention on the character and quality of education is obvious from:

- Shortage of over 300,000 school buildings
- Increasing shortage of prepared teachers
- Waste of potential trained manpower by inadequate education
- Increasing numbers of children to be educated
- Increasing juvenile delinquency
- Increasing importance to the United States security to be gained by trained personnel and technological superiority rather than numbers of population
- Attacks on basic ideas and ideals which form the foundation of American democracy

The proposal for State Conferences followed by a White House Conference on Education is the result of:

1. The desire to keep educational planning and control close to the people and based on "grassroots" thinking, as a safeguard to democracy.
2. The desire to help speed up progress because local action increasingly is being slowed down or frustrated by conditions requiring action at the state level.
3. The realization that most states do not have available immediately, and could not have available until legislative appropriation at least a year from now, the necessary funds to bring together representative citizens

by SAMUEL M. BROWNELL

Commissioner of Education, Office of Education, Department of Health, Education and Welfare, Washington, D.C.

and educators to study a state educational situation as to needs, collect data needed to develop sound proposals and for action locally and at the state level, prepare for and conduct a broadly representative citizen-educator conference that would study the facts and proposals leading to action, and follow up with reports to the citizens to gain general understanding and support for action.

4. The belief that national security and well-being requires widespread citizen attention to the national significance of education and "grassroots" consideration of the role and relationships of the local, state, and Federal government in providing adequately for education.

Conferences will consider education at all levels

It is proposed that the State Conferences be held between fall of 1954 and summer of 1955.

It is anticipated that the conferences would consider education broadly—from early childhood through the higher and adult levels, and as provided through home, school, church, and all other neighborhood agencies and institutions and such media as the press, radio, TV, movies, etc.

There would be careful pre-planning by a representative citizen-educator committee (or committees) in each state, assisted by state educational authorities and, where desired, by representatives from the director of the White House Conference.

The composition of the planning committee would be determined by each state as it desires, but the plans probably would have these common features: selection of planning committee members would be through cooperative action between the Governor's office and the office of the Chief State School Officers, and the committee would be representative of citizen and educator interests, with more laymen than professional educators.

Each state would decide for itself such things as the size and composition of the Conference, its length and agenda; whether the staff needed by the planning committee should be provided by the State Education Department, employed by the Committee, or both; and

how the Federal funds would be used as between staff, committee expenses, conference arrangements, travel and expenses of delegates, preparation of data and conference study materials, reports of the Conference to the public and for the White House Conference.

Each state would prepare, for use of the committee preparing for the White House Conference, a report of the materials used for the State Conference, of the discussions, and of the findings or actions of the State Conference.

Following the State Conferences, the White House Conference would serve a complementary and a somewhat different purpose. Its purpose would be to:

—Emphasize the role of strong schools to the national well-being

—Report on the progress being made in the several states

—Summarize the resources available and needed to keep American education operating at the level essential for national security and well-being

—Demonstrate clearly what the 48 states can do to meet their educational needs

—Indicate whether citizens wish greater or less Federal support of various phases of education

—Give impetus to efforts to improve education

—Show citizens the nationwide significance of local schooling

At no time in the history of this country has the need been greater for simultaneous and cooperative efforts of the 48 state school systems. An opportunity and challenge is provided citizens and educators in 1954-55 to show that the plan of 48 independent state school systems is and will be able to meet the educational needs of the country.

The state and White House Conferences are based on the principle of state and local responsibility for education. They are made possible through Federal initiation and cooperation, with a minimum of Federal control. They provide a method whereby lay citizens and educators, working together, can express their convictions and take action to carry them out at every level of government.



Educational planning must be based on grassroots thinking.

Baltimore, Other Cities Open Integrated Schools, Majority Await Court Ruling

As American children begin the new school year, officials from most of the states currently operating segregated school systems are awaiting the ruling to come from the United States Supreme Court on how integration is to be accomplished.

Although hearings before the high tribunal begin next month, several communities have already taken action towards desegregation.

Children in Baltimore and junior and teachers college students in St. Louis will attend desegregated classes when they return to school this month.

The boards of education in these cities—the first and second largest, respectively, in the United States which have, up to this time, maintained separate schools—have voted to open integrated systems for the school year 1954-55.

Soon after the Baltimore board cast its unanimous vote for desegregation this September, parochial schools in that city announced that they would also begin integrated classes.

White and Negro children in St. Louis have been attending integrated parochial schools for the last seven years.

School officials in St. Joseph and Kansas City, Mo., have also voted to open desegregated schools this month. In St. Joseph, all secondary schools will be integrated; Kansas City will integrate its junior college and vocational high school—with the other levels to follow the pattern by next year.

The Delaware state board of education, meanwhile, has resolved that it "fully intends to carry out the mandates of the high court decision

as expeditiously as possible (See Spotlight, August, page 83)."

Delaware was one of the four states against which suit was brought by Negro plaintiffs, culminating in the high court's historic decision declaring segregated schools unconstitutional.

The other states are South Carolina, Virginia and Kansas. The District of Columbia was also involved.

In the nation's capital, which President Eisenhower has asked to be the "model" for the seventeen American states maintaining legal or actual segregation, the school board has adopted the proposal of Super-

intendent Hobart M. Corning for gradual integration.

The Washington plan provides for the following:

1. redistricting elementary schools on a group, rather than individual basis. This means that children will have their choice of more than one school in each district.
2. moving the students from one Negro high school to the nearby white high school.
3. relieving the overcrowding at a number of Negro schools by moving some children from them to nearby white schools.
4. leaving principals, teachers and other personnel in present positions, moving only those needed elsewhere.
5. maintaining the same white and Negro teachers colleges as at present, allowing members of either

Brownell, Martin Named to Address NCPEA Work Conference in Denver

DENVER—Educators attending the eighth annual work conference of the National Conference of Professors of Educational Administration are preparing for a week of discussion groups, general sessions and sightseeing as *THE SCHOOL EXECUTIVE* goes to press.

The conference, from August 22 through 28, has been scheduled to allow those attending the opportunity to see some of "colorful Colorado."

"We are planning some mountain trips, recreation for the women and children and a schedule which will permit people to have a little time of their own to enjoy the Colorado scenery," reports Harold E. Moore, director, School of Education, University of Denver, in charge of conference.

Featured speakers are Samuel M. Brownell, US Commissioner of Education and Lawrence Martin, associate editor, *The Denver Post*. Mr. Martin has made extensive surveys for the *Post* on Colorado and Denver schools.

Topics of some of the discussion

groups include community study and analysis, role of the school administrator in community improvement, organizational structure in educational administration and administrative personality and behavior.

Other topics are: use of field experiences in training administrators, school law, in-service programs, dissemination of information from doctoral studies, certification and role of the educational press in preparation of school administrators.

Walter D. Cocking, editor, *THE SCHOOL EXECUTIVE*, will lead the conference evaluation session near the close of the meeting.

race, however, to take particular courses offered by the other school.

The Corning plan, then, would bring about integration this fall in only eighteen of the District's Schools. The new school boundaries would go into effect this year, with rezoning complete by September, 1955.

Those school children not effected by the five point plan will stay in their respective schools until graduation, unless overcrowding necessitates moving them.

One neighborhood civic group declared that the proposal "does not serve to implement the spirit of the Supreme Court's decision, the declaration of the president of the United States or statements by the D. C. board of commissioners.

"In short," continued the statement, "it is a plan to relieve crowding, and is not one to integrate schools."

The Washington branch of the National Association for the Advancement of Colored People has opposed the plan on the ground that it denies children admission to schools nearest their homes, thus violating the law as declared in the Court's decision.

In South Carolina, efforts are being made to maintain "voluntary" segregation by locating schools near

Educators Seek Administration Support For Federal Aid to School Construction

WASHINGTON—The National Education Association and the American Association for School Administration have appealed directly to the White House for Administration support of two bills which would distribute \$250 million annually to the states for two years to help relieve the immediate shortage of public school building facilities.

A telegram signed by NEA, AASA and eighteen other educational, labor, veteran, religious and farm organizations, urged President Eisenhower "to request Congress to give favorable consideration to emergency public school construction bills."

Similar telegrams went to the ten House and Senate leaders.

At an NEA press conference, newly elected President Waurine Walker declared that "Federal stimulation of school construction will help resolve the dilemma now posed by rapidly increasing school enrollments, which have outpaced our capacity to train teachers and to build buildings."

Speaking at the same conference, William G. Carr, NEA executive secretary, reminded the president of his State of the Union Message in which the chief executive said, "Our school system demands some prompt, effective help. . . ."

Referring to the Administration's backing of \$50 billion for state highway construction programs, heavily subsidized by Federal funds, Mr. Carr concluded:

"We question the wisdom of neglecting the schools' immediate needs while recommending vast sums for the roads of the future. We of NEA do not believe that the president puts children before roads."

The two bills recommending the \$250 million Federal outlay for school building were introduced in their respective chambers by Sen. John S. Cooper (R.-Ky.) and Rep. Peter Frelinghuysen, Jr. (R.-N. J.). The Senate bill has been reported out unanimously by the Labor and Public Welfare committee.

neighborhoods inhabited by particular racial groups.

Proper location of schools would minimize law suits, bound to occur were Negroes denied admission to schools nearest their homes, Governor James F. Byrnes explains.

State officials in West Virginia have opened the nine colleges in the state to members of all races.

In its May 17 decision, the court invited attorneys general of the states involved to file briefs by October 1, and to appear later before the court for further arguments on fixing an effective date for desegregation and methods to implement this.

Although this ruling will be immediately binding upon the defendant school systems, many of the other states and communities with segregated schools plan to use it as a basis for their own action.



Every year, Pleasantville, N. Y. citizens are invited to participate in the annual community institute, sponsored by local public school and community study groups. Together with teachers, principals and supervisors, they study the problems facing their schools and community. This group is analyzing the local high school's work in measuring the progress of each student. (story at right)

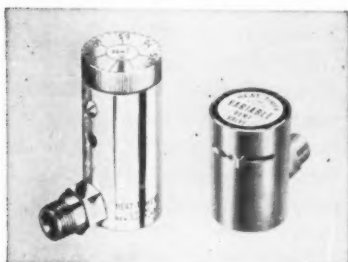
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SPOTLIGHT

State Bureau of Adult Education, is the annual Institute on School-Community Problems held in this Westchester County community.

One aim of the institute is to discuss problems than can be brought closer to solution through public understanding.

"Although the value . . . as a problem solving device is not to be underestimated," the publication continues, "the most important benefits derived from it . . . are not the changes recommended, be they ever so progressive, but rather . . . what happens to the people involved in the discussions—the changes in *their* attitude toward the school and toward each other.

". . . In other words, the adult education aspect of the Institute is its most rewarding feature."

The adults educated are not only laymen, the publication declares.

"The schoolmen themselves un-

dergo profound change—they may even come to the point where they no longer look upon themselves as the only source of authority on educational matters."

Under the direction of Superintendent of Schools Harold Davey, the Pleasantville Institute has been in operation for over six years.

Driver Programs Save 1,400 Lives in 17 Years

NEW YORK—Driver education in the nation's high schools has saved over 1,400 lives "that otherwise would have been lost during this period," reports Earl Allgaier, director of the education program for the American Automobile Association.

Although the computations, based on available information, are strictly his own, they do indicate the value of these programs.

Other conclusions reached follow:

1. "About 1.5 million persons have completed a high school driver education course, including both

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SPOTLIGHT

classroom instruction and behind-the-wheel practice driving."

2. The total cost to schools has been about \$53 million, or \$34 per person trained.

3. "The economic cost of the accidents which this program has prevented amounts to about \$137 million," or a return of \$2.60 in economic savings from prevented accidents for every \$1 invested by the schools.

4. Over 50,000 persons have been saved from traffic accident injuries because of driver education programs.

Mr. Allgaier's conclusions, with explanations of the assumptions on which they are based, appeared in the March issue of *Safety Education*. The article has been reprinted by the Automobile Association.

Start auto education in sophomore year—Stack

NEW YORK—School administrators should schedule driver education to begin in the sophomore, rather than senior year of high school, declares Herbert J. Stack in the recently published college textbook *Highway Safety and Driver Education*.

Dr. Stack, who is director of New York University's Center for Safety Education, bases this on the need "to reach a maximum number of future drivers."

"By the present system, there are two groups that are not reached, those who drop out of school to go to work, and those who have already learned to manipulate a motor vehicle sufficiently to meet the minimum requirements for a driver's license."

Car safety plan works at Minn. school

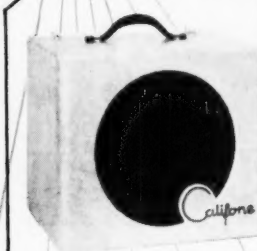
MOUND, MINN.—A safety plan, operating through the cooperation of local police and school officials, has been successful in preventing accidents and promoting automobile safety among high school students in this community.

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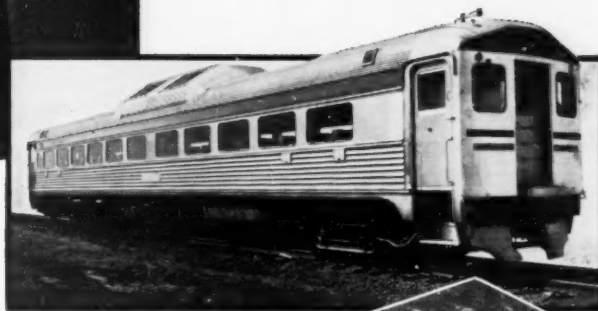
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SPOTLIGHT

every pupil driving a car to school must have a permit card. This is issued by the principal upon receipt of written permission from parents stating legitimate reasons.

"Local police check all cars driven to school by pupils, and each pupil must have his permit card in order," Mr. Nelson explains.

The card, which contains information such as name, date of issuance, license number and principal's signature, may be revoked for violating rules. Renewal is due each semester.

McCaffrey Appointed N. H. Commissioner

CONCORD, N. H.—Austin J. McCaffrey, superintendent of schools in Manchester, N. H. since 1947, has been appointed Commissioner of Education for the state of New Hampshire.

He succeeds Hilton C. Buley, who has taken over the duties of president, Connecticut State Teachers College, New Haven.

Dr. McCaffrey recently received his doctor's degree from the Graduate School of Education, Harvard University.

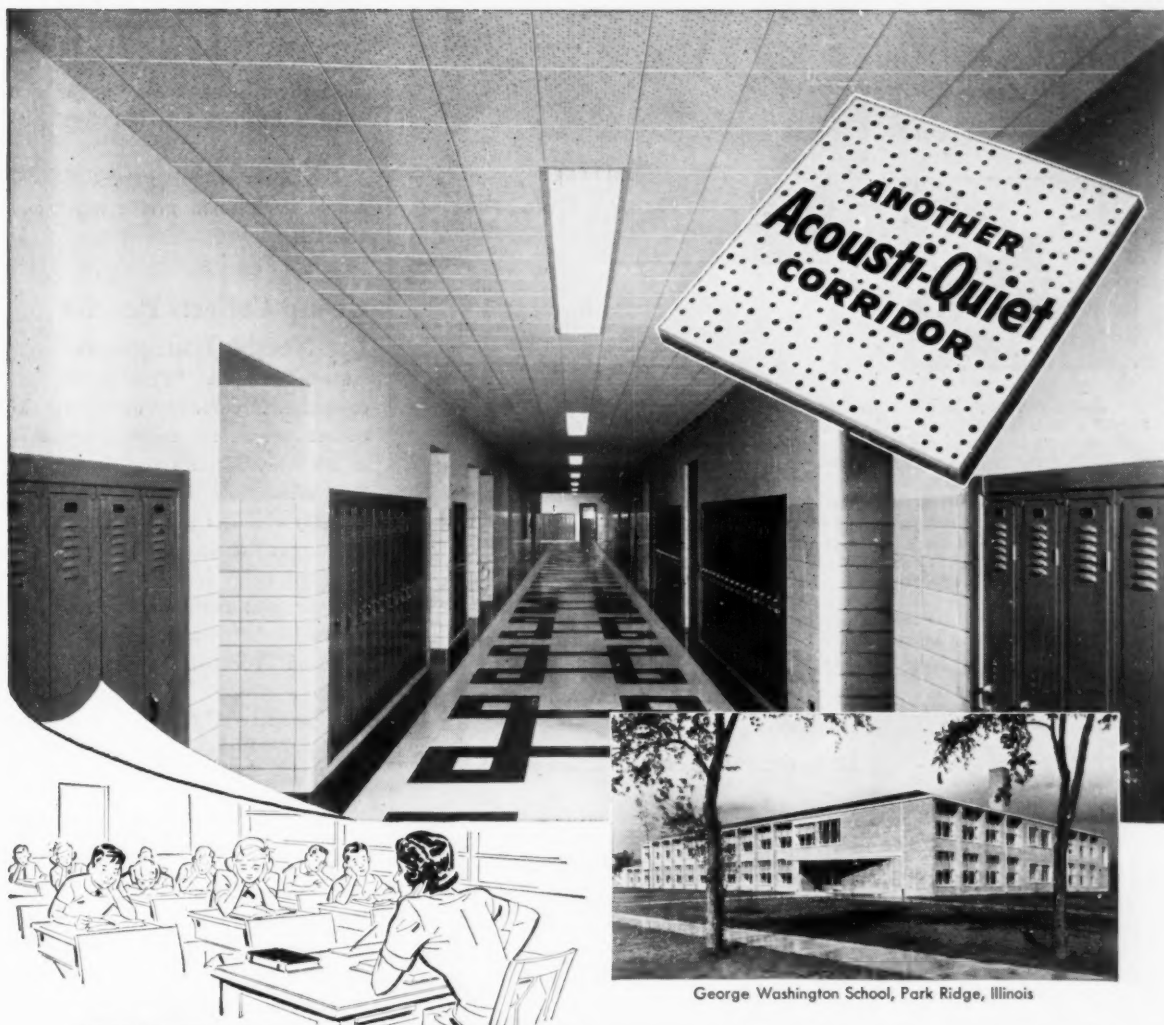
Brownell Backs US Aid To Defense Areas

WASHINGTON—As educational groups battled to secure White House support for a universal program of Federal aid to school construction, the Administration, in a surprise move, threw its support behind extending US assistance for schools in areas affected by defense program activities.

Samuel M. Brownell, commissioner of education, told a Senate subcommittee that he favored revival of the program for one or "at most" two years.

Three Republican senators, meanwhile, have introduced a bill to make this legislation permanent.

Meanwhile, the US Office of Education announces that it has reserved an additional \$7.6 million for aid to



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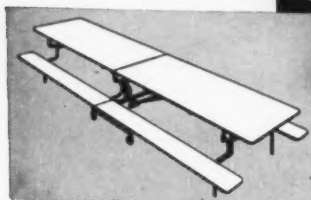
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SICO B-Y table tops resist cuts, stains, abrasions—no unsanitary aluminum banding is needed to protect surface edges. Handsome, smooth-rolling SICO B-Y tables can be unfolded and folded quickly and safely by a child, allow speedier floor cleaning, reduce custodian work, increase seating capacity by as much as 33%.

Maintenance free, electric arc welded, structural steel tubular frame—no hinges. Chip proof zinc lustron plated. For complete information, see your SICO distributor or write today to



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SE-436

SPOTLIGHT

Federally-affected areas under the old law authorized by the 83rd Congress.

The funds will go to assist 27 local school districts in twelve states and Hawaii.

Group Collects Pencils for Needy Youngsters

NEW YORK—A "Pencils Please" campaign is currently under way to collect pencils for needy youngsters in the United States and throughout the world.

Many children are handicapped in learning their lessons because they must use twigs from trees, lumps of coal or just their fingers to trace letters in the dirt, reports Save the Children Federation, sponsor of the drive.

"Unemployed" pencils may be sent to Pencils Please, 1721 Park Ave., New York 35.

School Finance Studied at Work Conference

NEW YORK—Current problems of public school finance received special attention at the thirteenth annual Work Conference for Superintendents of Schools at Teachers College, Columbia University, held early this summer.

Major emphasis was also given to analyzing new research leading toward improved education in American schools.

The teacher shortage, public relations programs, education for the two- to five-year-old and building a staff team were other topics studied and discussed.

Chairman for the conference was Paul R. Mort, professor of education and executive officer, Institute of Administrative Research, Teachers College.

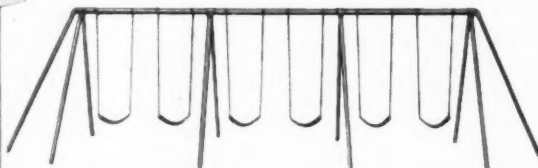
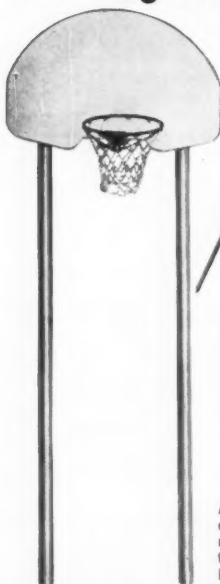
World Education Budgets Rise 16% in 1953

NEW YORK—Despite the economic crisis, the amount of money spent on education during 1953 increased

For Long-Life Equipment... Buy RECREATION

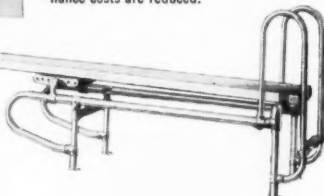
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Here is the line which gives you more for your money because it's better engineered, up-to-date, built from superior materials. At left, official fan-shaped basketball outfit for outdoor use. All types of basketball outfits included in complete line.



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A complete line of pool equipment including regulation diving outfits, like the popular one-meter board at right.



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The ready availability of Kotex* in your washrooms is every bit as important as soap and towels. And from the standpoint of preference—more women choose Kotex than *all* other sanitary napkins combined.

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The Kotex vendor is a highly appreciated service in schools, colleges, theaters, hotels, restaurants, office buildings, factories—for women everywhere.

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(rejects slugs, washers
without injuring mechanism)

Only West Disinfecting Company is licensed to sell the Kotex vending machine service. Write for complete details.

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NATIONAL HAND DRYERS are vandal proof. They are designed and constructed to meet conditions of extreme abuse.

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SPOTLIGHT

throughout the world. In some cases, national budgets of public education were 42 percent, 66 percent, and even 70 percent higher than in the previous year. The general average of increase was 16 percent.

This fact appears in "International Yearbook of Education 1953," recently published jointly by the International Bureau of Education and the United Nations Educational, Scientific and Cultural Organization.

The yearbook is on sale in the United States by the International Documents Service, Columbia University Press, 2960 Broadway, New York 27, New York.

Swanson Chairs AASA Yearbook Commission

WASHINGTON—J. Chester Swanson, superintendent of schools, Oklahoma



J. Chester Swanson

City, is chairman of the ten-member commission for the 1956 AASA year-

The theme of the yearbook will be superintendent-school board relationships.

Other commission members include Mrs. Sylvia K. Bingham, member, Connecticut State Board of Education; Irby B. Carruth, superintendent of schools, Austin, Texas; James L. Creasy, superintendent, Berkeley County Public Schools, Martinsburg, W. Va.; and Cecil D.



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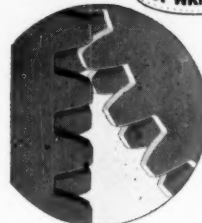
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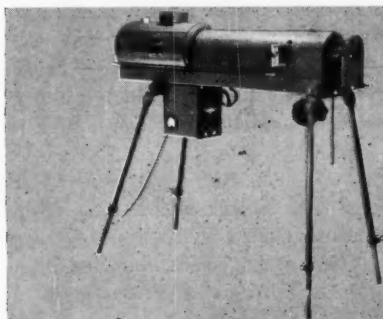
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SPOTLIGHT

Hardesty, superintendent of schools, San Diego, Cal.

Also on the commission are Francis Keppel, dean, faculty of education, Harvard University; C. H. Moore, superintendent of schools, Clarksville, Tenn.; Wilma Morrison, educational editor, THE PORTLAND OREGONIAN; James A. Redmond, member, board of education, Beaumont, Texas; and O. H. Roberts, member, board of education, Evansville, Ind.

Reprint Studies Problem Of Crowded Schools

WASHINGTON—What Does Crowding Do?, a reprint of seven articles from the April, 1953 issue of *Childhood Education*, approaches the problem of crowded schools, and explains how and what it means in the present situation.

The 32-page bulletin is issued by the Association for Childhood Education International.

US Spent \$3.49 Per School on Texts in '53

NEW YORK—The nation spent \$3.49 for textbooks for each elementary and high school student during 1953. This is 5.4 percent more per pupil than in 1952 and less than 1 percent of the total education budget, reports the American Textbook Publishers Institute.

Lloyd W. King, executive secretary of ATP, explained that these figures are estimated on the basis of reports from 55 publishers compiled by an independent agency employed to make an annual survey of the textbook industry.

Secondary Teaching Topic Of International Meeting

GENEVA, SWITZ.—The training of secondary school teachers was the subject under discussion at the International Conference on Public Education this summer.

There have been far-reaching reforms in many nations, with govern-



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September, 1954

103

Bradley Announces—

VANDAL-PROOF WASH FIXTURES



Showing Washfountain with metal pedestal completely assembled.



Full-circle Bradley Washfountain. St. Joseph Technical High School, Cleveland, Ohio.



In the stairwell area, two semi-circular Bradleys are installed near entrance to cafeteria, Central H. S., Minneapolis.

Withstand Severe Usage

- ① Tamper-proof nuts and coupling nuts lock the tie rod assembly.
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- ③ Mixing Valves are concealed inside the metal pedestal on Washfountain with supply lines from below the floor.
- ④ Metal pedestal has removable panel—to afford accessibility to valves and fittings—but effectively restrain unnecessary tampering.

And Maximum Sanitation, Economy of Installation and Water

Besides the overall ruggedness, the Bradley Washfountain has a central sprayhead instead of faucets. Clean running water is supplied to groups up to 10 simultaneously. Over 70% fewer water supply connections are required, —and with Foot-Control, water supply is cut off immediately the foot is removed. No water waste.

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ments taking steps to assure recruitment and give teachers higher juridical and moral status, it was announced.

The meeting was sponsored jointly by the International Bureau of Education and the United Nations Educational, Scientific and Cultural Organization.

Church Group Favors Federal Public School Aid

CHICAGO—"Recognizing that education in the United States is in a critical situation," the General Board of the National Council of the Churches of Christ in the USA has given its support to Federal aid to education.

The resolution declares that the Council "favors such Federal contributions to education as shall be applied exclusively to the aid of tax supported, public schools," and adds the following conditions:

1. Funds should be administered by state agencies.
2. They should be "allocated according to a formula that moves toward full educational opportunity in the public elementary and secondary schools" in all sections of the nation, and for all racial or national groups.

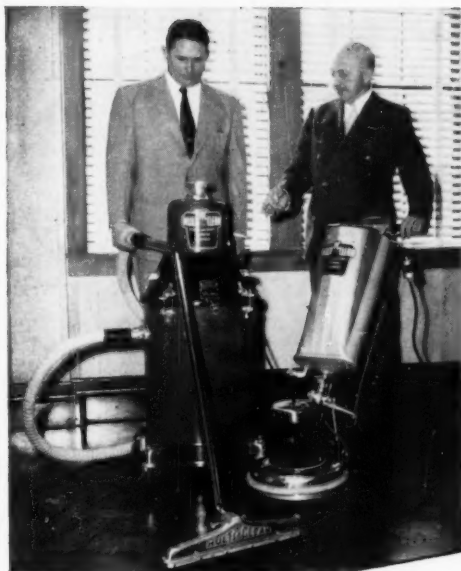
3. Adequate safeguards should be established to prevent "the imposition of Federal control in matters of educational policy."

The resolution does not take up the question of auxiliary services, "which is different in important aspects from that of direct aid to schools and requires separate consideration."

Citizens Represented In Council on Instruction

ARLINGTON, VA.—Citizens groups and their representatives in this Potomac River community have a voice in the curriculum of local public schools.

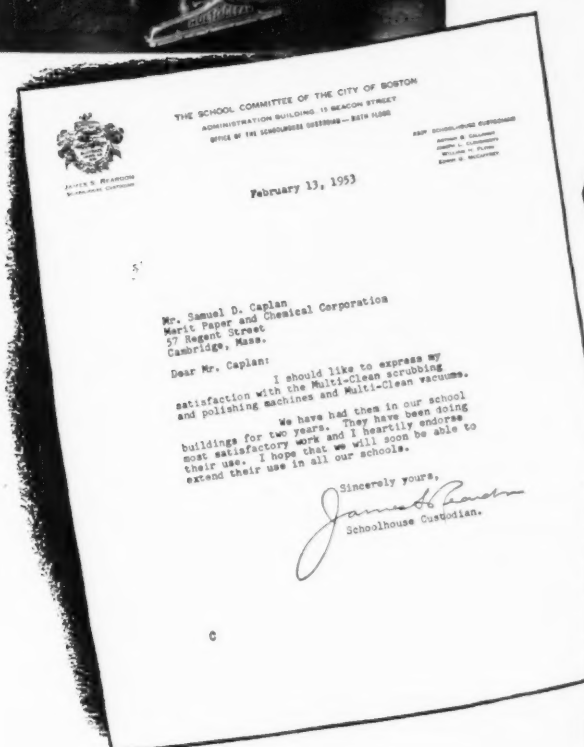
Since last September, the Community Council on Instruction has



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SPOTLIGHT

met regularly to discuss the three R's, report cards, testing, foreign languages and related subjects.

The Council includes representatives of 45 county Parent-Teachers Associations, as well as the Chamber of Commerce, Daughters of the American Revolution, American Legion, Disabled American Veterans, B'nai B'rith, American Association of University Women, Kiwanis Club and League of Women Voters.

Originator of the Council, C. Glen Haas, associate county superintendent, reports that the group has not ended criticism but has increased general public understanding of the schools.

Book Discusses Function Of Elementary Library

CHICAGO—The second edition of Jewel Gardiner's *Administering Library Service in the Elementary School* discusses the function of the library and its organization and administration, announces The American Library Association, publisher of the book.

Detailed in the new edition are physical set-up and other aspects such as personnel and use of the library as resource center.

The author is librarian of the Professional Library in Sacramento, Calif., and supervisor of that city's elementary and junior high school libraries.

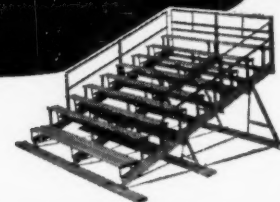
Responsibility for Quality Discussed at Harvard

CAMBRIDGE, MASS.—"Improving the Quality of the Schools—Who is Responsible?" was the question posed for educators, school board members and laymen at the Annual Harvard Summer School Conference on Educational Administration.

Curtis M. Hutchins, president, New England Council, discussed New England's economy and its ability to support good public education in one major conference session.

How Bay City, Mich., sought to improve the quality of its schools

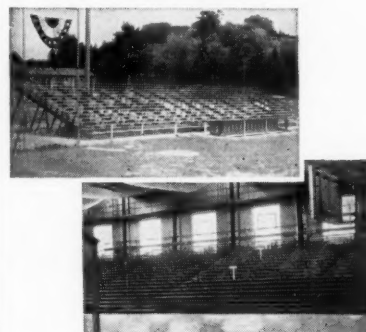
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Easy and Quick to Erect and Take Down

This new Hussey Model 8 Grandstand gives you all the advantages and comfort of modern grandstand construction, yet incorporates the exclusive patented features that have made Hussey portable seating the leader in the field.

Hussey stands meet every safety requirement, last indefinitely, can be erected or taken down faster and easier and stored in a smaller space than any other stand on the market. No skilled help is needed. The same stand can be used indoors and out, is available in sections and tiers to meet your needs, and is low in cost. Hussey Portables will solve your seating problems.



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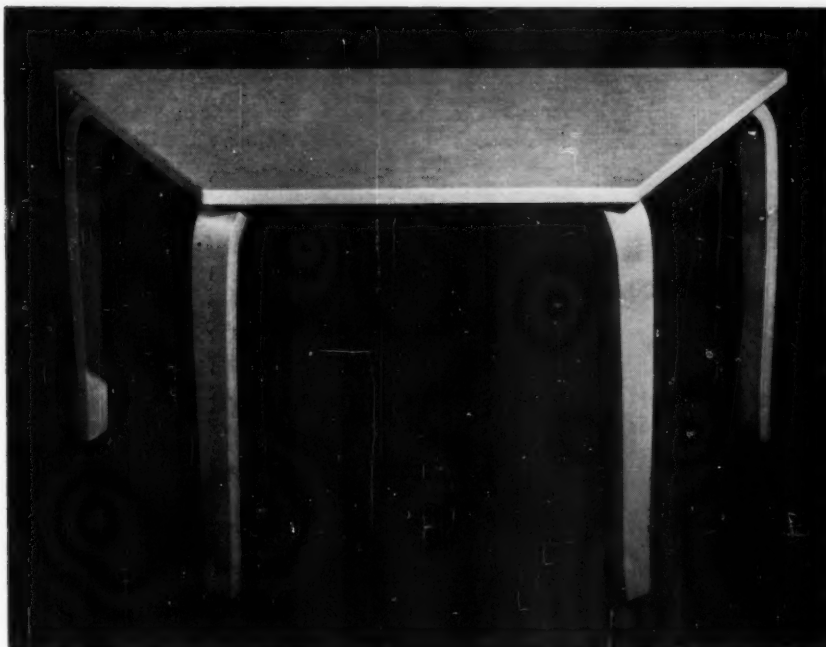
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TRAPEZOIDAL ROMPER TABLE



National's Romper Table is specifically designed to further group activities in kindergartens and lower grades where appropriate classroom furniture is essential to meet the teaching problems encountered at these age levels. Trapezoidal in shape, the new Romper Table is adaptable to a variety of group arrangements, utilizing two, three, six, eight or ten tables. It is easily moved about and is quickly interchangeable with any other unit. The Romper Table has the NATCOLITE Nevamar-surfaced top in wood-grain patterns specially

developed for low light reflectance. It is stain-proof and highly resistant to scars and scratches. Ink, paint and crayons wipe away with a damp cloth. It never needs refinishing.

The Romper Table is made in heights of 21, 23 and 25 inches, in a choice of Honey Maple or Silver Maple finishes.

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NATCOLITE REPLACEMENT DESK and TABLE TOPS

Surfaced with Nevamar high-pressure laminates, the NATCOLITE top gives the classroom a bright, cheerful appearance. Maintenance costs vanish—because a NATCOLITE top never needs refinishing or resurfacing. Once in place, it will give satisfactory service for the life of the desk or table. It won't stain, won't scar . . . and the Wynene edge seals it completely and protects the top against lateral impact. In Honey Maple or Silver Maple finishes.



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Double swivel joining brush and handle gives flick-of-the-wrist maneuverability. No trick at all to guide it under chairs, desks, tables. Changes direction without lifting from floor. Equipped with cleaning cloth that fits around brush. Wash and use cloth over and over. Brush and cloth designed exclusively for this product.



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Please send prices and full information on the Damp Sweep Tool. No obligation on my part.

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SPOTLIGHT

through the use of apprentices as "teachers aids" was described by Charles B. Park, director of special studies, Central Michigan College of Education, Mount Pleasant, Mich.

Urge Law to Exchange Teachers, Ease Shortage

NEW YORK—Legislation which would permit states to exchange teachers as a way to relieve the teacher shortage, was urged by 34 superintendents of school at the thirteenth annual superintendents' work conference, Teachers College, Columbia University.

The proposed teacher-exchange plan among states, the charter stated, would be "coordinated by state and national educational organizations." It would stimulate better teaching and broaden the teacher's understanding of the physical and cultural areas of the United States.

"Legislation enabling states to cooperate in administering their retirement and certification programs, and permitting teachers to transfer between states without personal sacrifice, would go far toward helping relieve the present teacher shortage," the resolution said.

Calling the teacher "the greatest single factor in producing a fine school," the charter urged that "more high school students with superior intelligence, personality, character and cultural background must be encouraged to enter the teaching profession."

"Efforts must be made to up-grade the work of the teacher through in-service guidance, counselling and well-planned programs of advanced, professional training. Salaries must be commensurate with the training, personal qualifications and living standards expected of the profession."

Noting that experience and research have proven a "close relationship" between the quality and cost of education, another resolution declared that "adequate funds for public education will be available only when there is an impartial and

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Standard or Air Lite
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Single and double door
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types 7 sizes—for sup-
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Over 700 types and
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with adjustable inter-
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in three
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A pupil who can *hear* his own performance and studies it . . . makes progress that much faster. He's a more understanding, more receptive student. Teaching him is easier. And to help build this dynamic teacher-pupil relationship, RCA announces 3 *new* Push Button Tape Recorders.

For corrective, drama or speech classes, language arts or music instruction . . . for broader teaching horizons in *any* course . . . RCA brings you the easiest-to-use tape recorders any school can own. At the push of a button, they start, record, stop, play back and erase like that! Each records from a tone-sensitive microphone, or from radio, phonograph or PA systems. They're truly portable, easy to carry . . . and each is in a handsome, rugged case.

Make *your* new school year's resolution . . . an RCA Push Button Tape Recorder. The coupon brings you details.

Senior Model SRT-402—2 speakers, 2 operating speeds, Remote Control Facility, 60-cycle AC operation. 32 lbs., 10" high x 15 $\frac{1}{4}$ " x 14 $\frac{1}{4}$ ".

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New! Scientifically designed for greater strength! Safety lock prevents accidental collapsing. Sets up quickly, stores compactly. In 6 ft. (#4600) and 8 ft. (#4800) lengths, 30" wide. With Masonite or Lifetime-Plastic tops!

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SAMSONITE WOOD-SEAT FOLDING CHAIR is ideal steel chair for meeting rooms and auditoriums. 5-ply seat of blonde hardwoods, durably bonded, is gracefully curved for comfort. #2025.



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SPOTLIGHT

equitable assessment of real property, and where there is a broadened tax base to include additional forms of wealth."

It was also noted that research for better education, as in other fields, is costly but is necessary to keep pace with rapidly changing times. Wider and more rapid exchange of research ideas by administrators, teachers and laymen was recommended.

The superintendents adopted another resolution which said that "education at the national level should be separated from partisan politics."

"We urge," they declared, "that the United States Office of Education be established as an independent agency with appropriate status and financial support, permitting it to conduct effective research and exert positive leadership."

Regarding the school program, the charter said that public schools "have a deep responsibility for the development of ethical character in children," and added, "traditionally, the public school system is dedicated to building strong American citizens."

"The school program must meet the changing needs of the community and provide for the abilities of every child," with special attention to gifted pupils. More attention should also be given to enlarging pre-school, adult and vocational programs.

The charter asserted that "public education is a partnership enterprise," with educational leadership "shared with supervisors, principals, teachers, pupils and citizens."

Ulich Appointed Conant Professor of Education

CAMBRIDGE, MASS.—Robert Ulich, German-born philosopher, is the first James Bryant Conant Professor of Education at Harvard University, Dean Francis Keppel has announced.

The new professorship in the School of Education has been made possible by the fund of more than \$750,000 created last year in honor

THE SCHOOL EXECUTIVE

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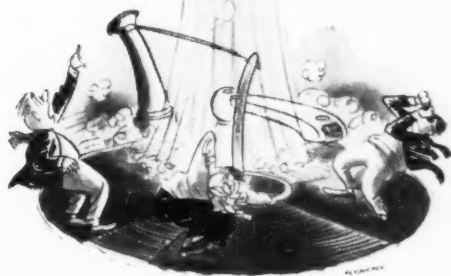
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SPOTLIGHT

of the university's former president, now US High Commissioner for Germany.

In the Conant professorship, Dr. Ulich will continue the research and teaching in the history and philoso-



Robert Ulich

phy of education which he has carried on at Harvard since 1933.

An educational leader in pre-Hitler Germany, Dr. Ulich made comparative studies of the educational systems of different nations, and for the past twenty years has closely observed the development of education in the United States.

Columbia Pays Tribute To Six Educators

NEW YORK—Six men and women, selected for their "distinguished services to American education," were honored recently at a special academic ceremony at Columbia University.

The award winners, representing every level of education from the grade school to the university, were selected by a joint Columbia-Teachers College committee, working closely with NEA and several other national teachers organizations.

The two men and four women were as follows:

Fern Collier, John Marshall Jr.-Sr. High School, Oklahoma City; Lennie Green, Booker T. Washington High

SE-471

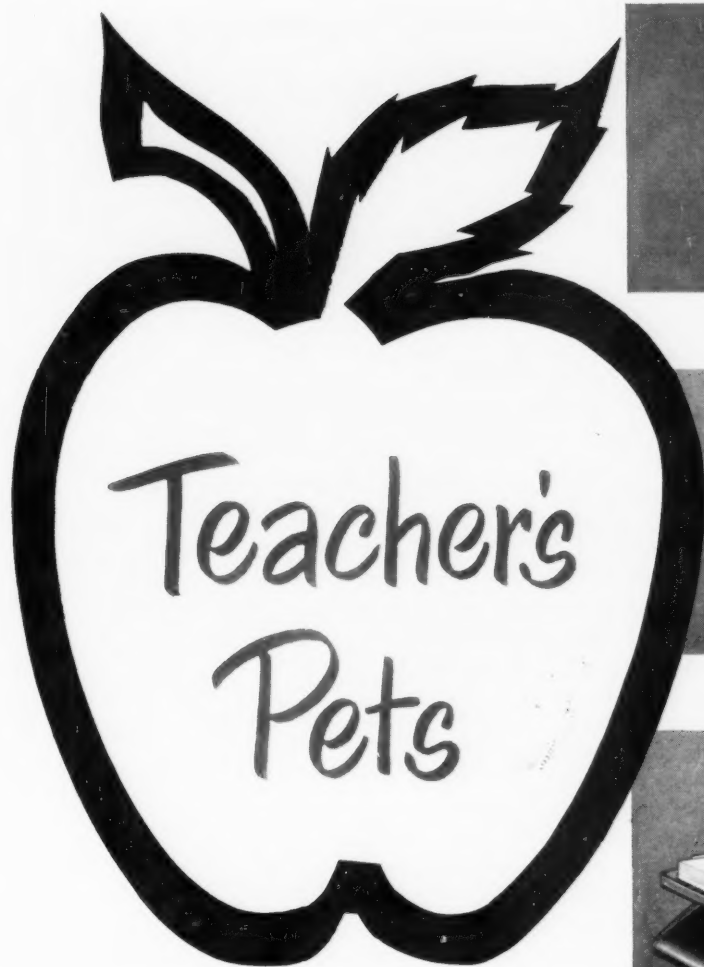
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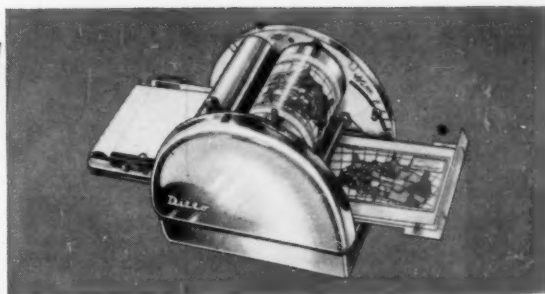
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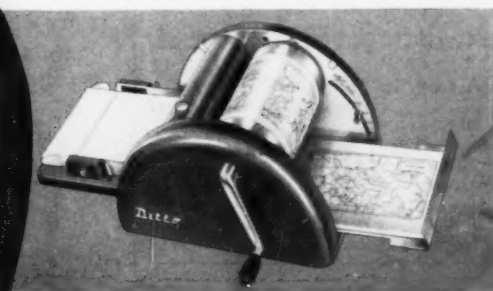
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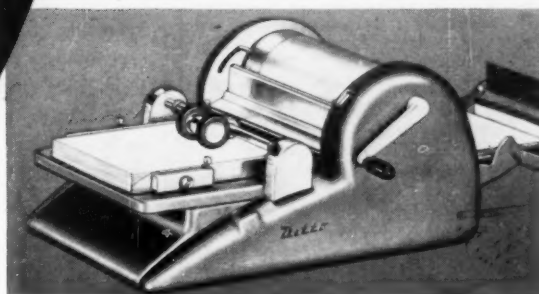
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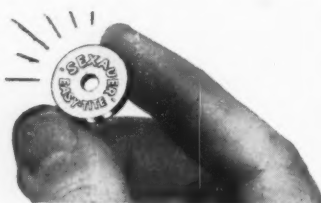
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Fuel Waste	Water Waste	Total Waste
Oil (792 gals.) **\$91.08	\$24.14	\$115.22
Coal (9,879 lbs.) 88.91	24.14	113.05
Gas (\$4.41) cu. ft.) 84.81	24.14	108.95

*Water costs figured at \$1.99 for 1,000 cu. ft. 1 authenticated by Hackensack Water Co. **Fuel costs authenticated by American Gas Association.

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Easy-Tite faucet washers are made of a special du Pont product, instead of rubber, and reinforced with Fiberglass. The result is a washer that resists the closing squeeze that splits and mushes ordinary washers. And Easy-Tites withstand destructive heat (up to 300° F. by test). These features explain why 'Sexauer' Easy-Tites outwear ordinary faucet washers 6 to 1!

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Citations paid tribute to each "as representative of the finest traditions of the teaching profession on which greatly depends the future of America."

NEA, Editors Set Up Joint Committee

NEW YORK—A continuing program of study and action to help schools do a better job, and to find ways and means of using the tremendous adult educational impact of the nation's magazines for the greatest good, is beginning to take shape.

The National Education Association and the Magazine Publishers Association have approved a resolution for the establishment of a joint committee of educators and magazine editors to "develop national joint projects, investigate areas where united action can serve useful purposes for both groups, and to cooperate in reporting to the public matters pertaining to education."

This resolution was adopted by NEA at its annual meeting here early in July. MPA's policy committee gave subsequent endorsement.

Chicago Conference Hears Brownell on School Needs

CHICAGO—To meet the national school problems of overcrowding and "functional illiteracy," the Federal government can, and has taken steps to help local systems, Commissioner of Education Samuel M. Brownell told the Conference on Educational Administration meeting here.

These Federal measures include the following:

1. allotting sums for school construction, operation and maintenance

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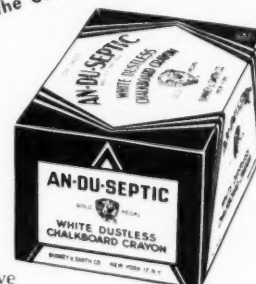
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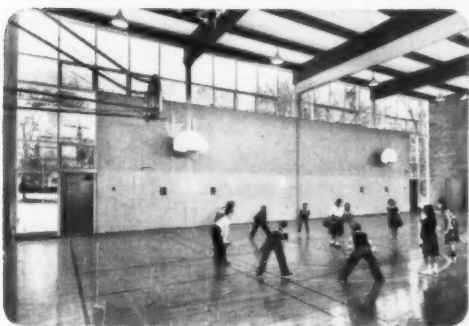


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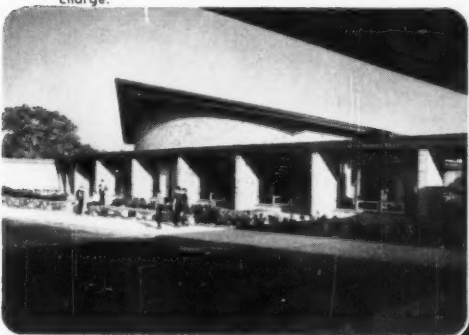
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with years of constant school traffic. Under the
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tile corridor was treated first with Hillyard HIL-
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floor treatments for noteworthy educational installations. Busy specifiers, nationwide, find that Hillyard products are easy to use, consistently dependable, cost less to maintain, and a Hillyard Maintaineer is always close at hand to offer experienced guidance in labor-saving methods.

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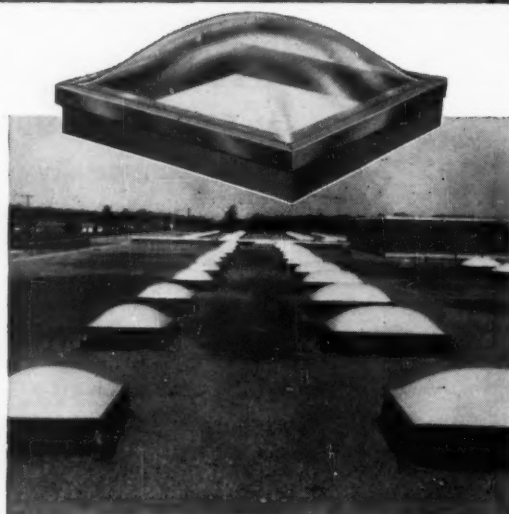
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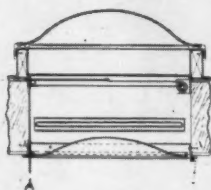
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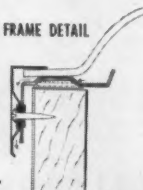
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in areas affected by the national defense program.

2. reduction of Federal taxes, making it easier for state and local communities to acquire funds for their own services.

3. encouraging state conferences on education, recently authorized by Congress, to be capped by a White House Conference.

The US Commissioner foresees 43 state action programs developing from the conferences, "worked out by citizens and educators, and studied, understood and supported by representative citizens and educators."

**Building uses aluminum
as basic material**



WOOD RIVER, NEB. — This new school building, dedicated here in May, is made of heavy aluminum panels. It houses four classrooms, a gymnasium-auditorium, stage, shop, locker rooms and other facilities. The aluminum panels are bolted to a concrete footing, and then bolted together. Similar panels are used for both sides and roof. The only structural steel in the building is a pair of support members used to carry some of the extensive roof load.

School Problems Concern All, Iowans Declare

CEDAR FALLS, IOWA—Iowa public schools are facing such serious difficulties that they are of immediate concern to every Iowa citizen.

This was the consensus of 110 representatives of Iowa organizations and school teachers and administrators who met in the Fifth Annual School Public Relations Workshop



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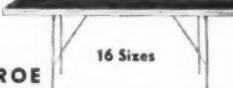
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at the Iowa State Teachers College this summer.

The workshop was sponsored by the Iowa State Education Association and Teachers College. "It's Time to Know Your Schools" was the theme.

"We have not acquired the will to educate ourselves that we have to defend ourselves," said O. H. Roberts, attorney of Evansville, Indiana, and member of the National Citizens Commission for the Public Schools. Mr. Roberts was visiting consultant for the workshop.

"The time is short and the job is tremendous if we are to know our schools," said Mr. Roberts. "No greater loss could be suffered than if the education of our nation's young should fail to keep pace with our leadership responsibilities."

Boards Must Resist Pressures, Tuttle Says

CHICAGO—School boards "must stand firmly against the pressure of minority groups and special interests of any kind," Edward M. Tuttle, executive secretary, National School Boards Association, told a Workshop on Home, Church and School Relations in the Religious Education of Children and Youth, meeting here.

The wise school board will make every effort to determine the majority will of the community before laying down any policy regarding the religious education of youth, Mr. Tuttle declared.

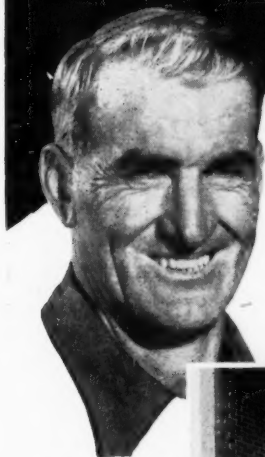
The workshop is jointly sponsored by the University of Chicago's Department of Education and the Department of Religion and Public Education of the National Council of Churches of Christ in the United States of America.

Columbia forum on religion and schools

At Columbia University, a forum consisting of a top educator and religious leader discussed the question "What Should be the Relations of Religion and Public Education?"

Speakers were Henry P. Van Dusen, president, Union Theological

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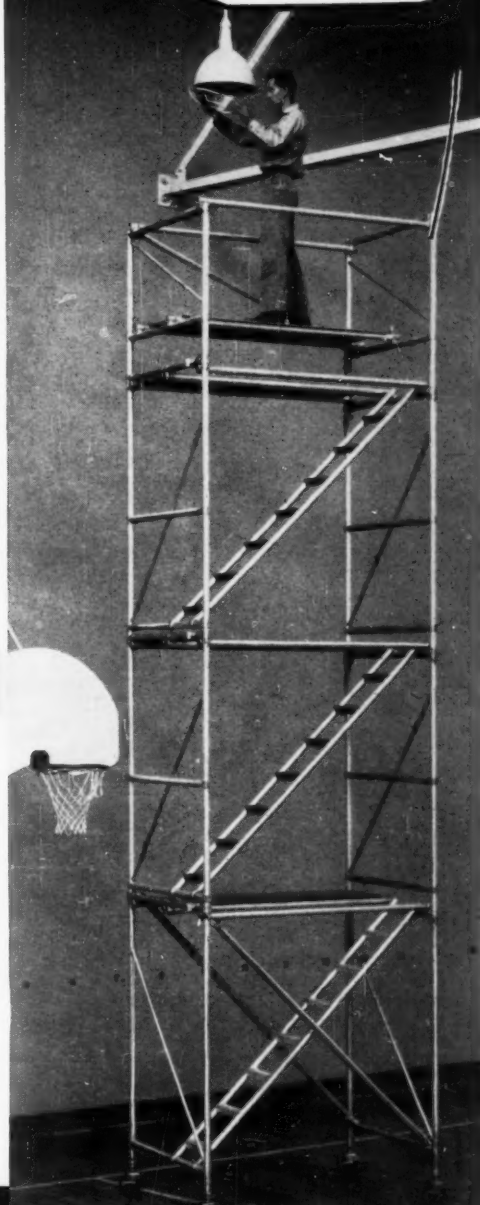
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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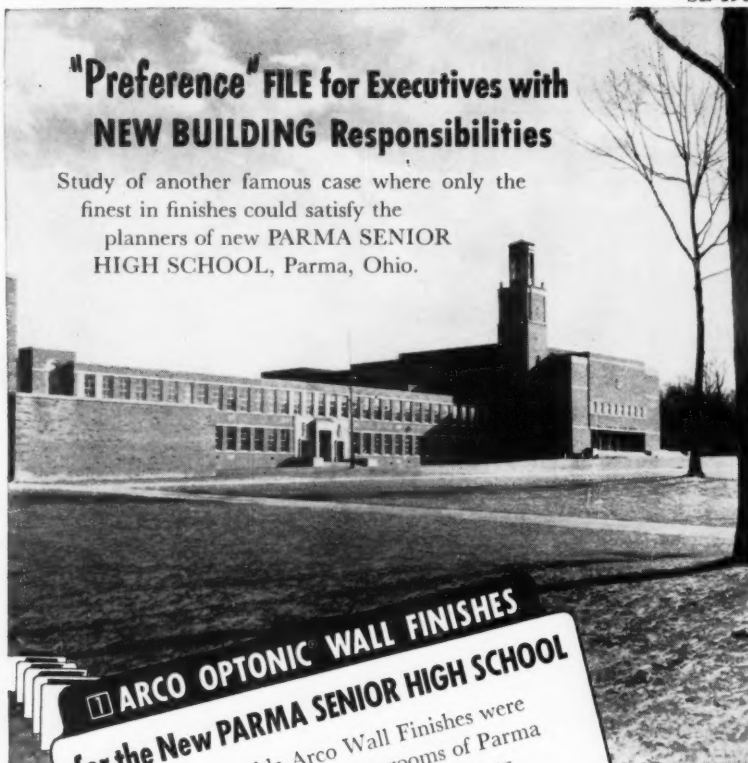
In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



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SPOTLIGHT

Seminary and John K. Norton, head, department of educational administration, Teachers College and former chairman, Educational Policies Commission, NEA. William F. Russell, president, Teachers College, served as moderator.

School Plant Shortages Discussed at Columbia

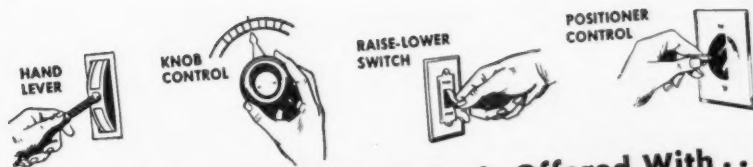
NEW YORK—School building costs in the United States may reach \$3 billion a year by 1960, according to Henry H. Linn, Professor of Educational Administration at Teachers College, Columbia University. Dr. Linn, an authority on school plant construction and design, made this prediction at a recent two-day conference on school buildings held at Columbia.

The conference was devoted to various phases of the school shortage in every part of the country. Dr. Linn, the conference chairman, and six other education authorities addressed more than eighty school officials, including superintendents from 21 states.

Dr. Linn noted that from 1934 to 1943, there were 25,858,000 live births in the United States. This total rose to 35,615,000 in the next ten years, an increase of 9,757,000, or almost an average of a million births a year. He made his \$3 billion prediction on the basis of these facts.

Harold F. Clark, Professor of Education at Teachers College, called attention to two unusual characteristics of the current school financial picture: for the past twelve months the cost of building schools has remained virtually constant, which is about 2.04 times the cost of a similar structure built in 1939; on the other hand, the average interest on school bonds of 3.14 percent in 1953 has steadily dropped to the present average of 2.26 percent.

Felix J. McCormick, director of surveys for the Institute of Field Studies (of Teachers College), out-



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Paterson, N. J.

lined twelve steps for a school-building program. Starting with the survey of plant needs and the need for a curriculum plan, he explained the procedure for hiring an architect, awarding the contract and the acceptance of the building.

He emphasized the importance of community agreement on educational specifications before engaging the architect to save time and confusion in starting construction.

Frederick P. Widersum, a school architect in Long Island, N. Y., listed the data which the architect must obtain from the school district to work effectively. His prime need is a detailed timetable of the proposed completion of the stages of his work.

Rural School Problems Discussed at TC

NEW YORK—Rural schools in the United States and their major problems was the subject under fire at a three-week conference at Teachers College, Columbia University.

Under the leadership of Frank W. Cyr, professor of educational administration, Teachers College, the 35 participants discussed school-community relations, citizenship education, improvement of communities through better schools and national cooperative organizations for school improvement.

Attending were county superintendents, school supervisors, teachers, representatives of state departments of education, college and university professors and specialists in related fields from all over the United States.

School Planners Probe Physical, Human Needs

BLOOMINGTON, INDIANA — Such school planning problems as size of site, district reorganization, school design theory, cooperative studies by universities, and human values in design were probed at the 1954 Indiana and Midwest School Building Planning Conference held here

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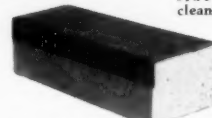
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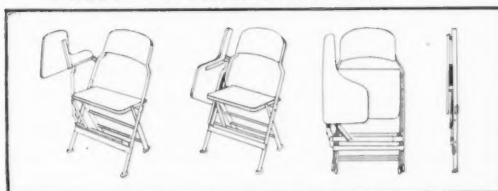
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SPOTLIGHT

at Indiana University recently.

The 21 speakers, including architects and school plant specialists, discussed various aspects of the theme, "Planning School Buildings for the Whole Child."

Why We Need Large Sites: The psychological and aesthetic needs for surrounding space are apparent. The large site will also allow for more varied teaching activities, cooperation with the community and new methods of instruction. These should be areas for garden patches, picnics, outdoor classes and outdoor theatres. Initial investment in a large site is an insurance against later high costs in obtaining space to house increased enrollments.—H. L. Smith, director of schoolhouse planning, Indiana State Department of Public Instruction.

The University's Role in Cooperative Studies: An intelligent decision concerning the role of the state university in local planning must be reached. The university should help the local community to help itself, rather than go in and take over the functions for a limited time in order to conduct a survey or demonstrate any particular principle.—Maurice E. Stapley, assistant dean, Indiana University School of Education.

School Reorganization: A few consolidation or metropolitan unit laws on our statute books encourage the union of two or more inadequate units into a larger but often inadequate unit which may still conflict with the economy, community pattern and the flow of the area. Our objective in school reorganization should be a better administrative unit, not merely a larger one.—W. Monfort Barr, associate professor of education and reorganization consultant, Indiana University.

Theory of School Design: Design is not only for education, it is a part of it. The physical structure of a school must emphasize, and reward, cooperation rather than competition. Neatly organized furnishings and finishes impose a strong sense of

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SPOTLIGHT

orderliness on the young mind. The building must not pose nuisance problems and chores devoid of positive accent. The physical environment must be recognized as an educative factor of the first order.—Richard J. Neutra, architect, Los Angeles, and author of *Survival Through Design*.

Design for the Human Being: Modern school planning must consider the social, emotional, physical as well as mental growth of the child in school. The environment must require a minimum expenditure of body energy for mere adaptation. The educational spaces must be functional both in size and in relation to one another, yet be adaptable to change. These three principles must be the basis of all future school planning.—Paul W. Seagers, school planning consultant and professor of education, Indiana University.

Conference Calendar

SEPTEMBER

15-17, Ninth National Conference on Citizenship, NEA and U. S. Department of Justice, Washington, D.C.

OCTOBER

1, Ninth National Conference, County and Rural Area Superintendents, NEA, Washington, D.C.

4, Rural School Charter Day, NEA Department of Rural Education.

4-6, National Conference on Rural Education, NEA, Washington, D.C.

4-9, Annual Meeting, National Council on Schoolhouse Construction, San Diego, California.

10-14, Fortieth Convention of the Association of School Officials of the United States and Canada, Los Angeles.

14-15, Thirty-Seventh Annual Meeting, American Council on Education, Chicago.

24-30, United Nations Week, NEA Committee on International Relations and American Association for the United Nations.

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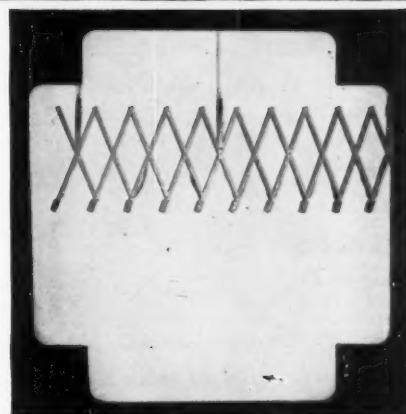
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CALENDAR

27-30, Thirtieth Annual Convention, National Association of Educational Broadcasters, New York City.

NOVEMBER

7-9, Fourth National Conference, Adult Education Association of the U.S.A., Chicago.

7-13, American Education Week, sponsored by NEA, American Legion, Office of Education, National Congress of Parents and Teachers.

10-13, Regional Conference, International Council for Exceptional Children, NEA, Grand Rapids, Mich.

25-27, Annual Meeting, National Council for the Social Studies, NEA, Indianapolis, Indiana.

DECEMBER

28-30, National Meeting, Speech Association of America, NEA, Chicago.

1955

FEBRUARY

19-23, Thirty-ninth Annual Convention, National Association of Secondary-School Principals, NEA, Atlantic City, New Jersey.

24-26, Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago.

24-27, Joint Meeting, Research Foundation of the United Business Education, Administrators Division of UBEA, National Association of Business Teacher-Training Institutions, and U.S. Chapter of International Society for Business Education, Little Rock, Arkansas.

26-March 2, Regional Convention, American Association of School Administrators, NEA, St. Louis.

26-March 2, Annual Meeting of the Department of Rural Education, NEA, St. Louis.

28-March 2, Tenth Annual Convention, Association for Higher Education, NEA, Chicago.

MARCH

12-16, Regional Convention, American Association of School Administrators, NEA, Denver.

APRIL

2-6, Regional Convention, American Association of School Administrators, NEA, Cleveland.

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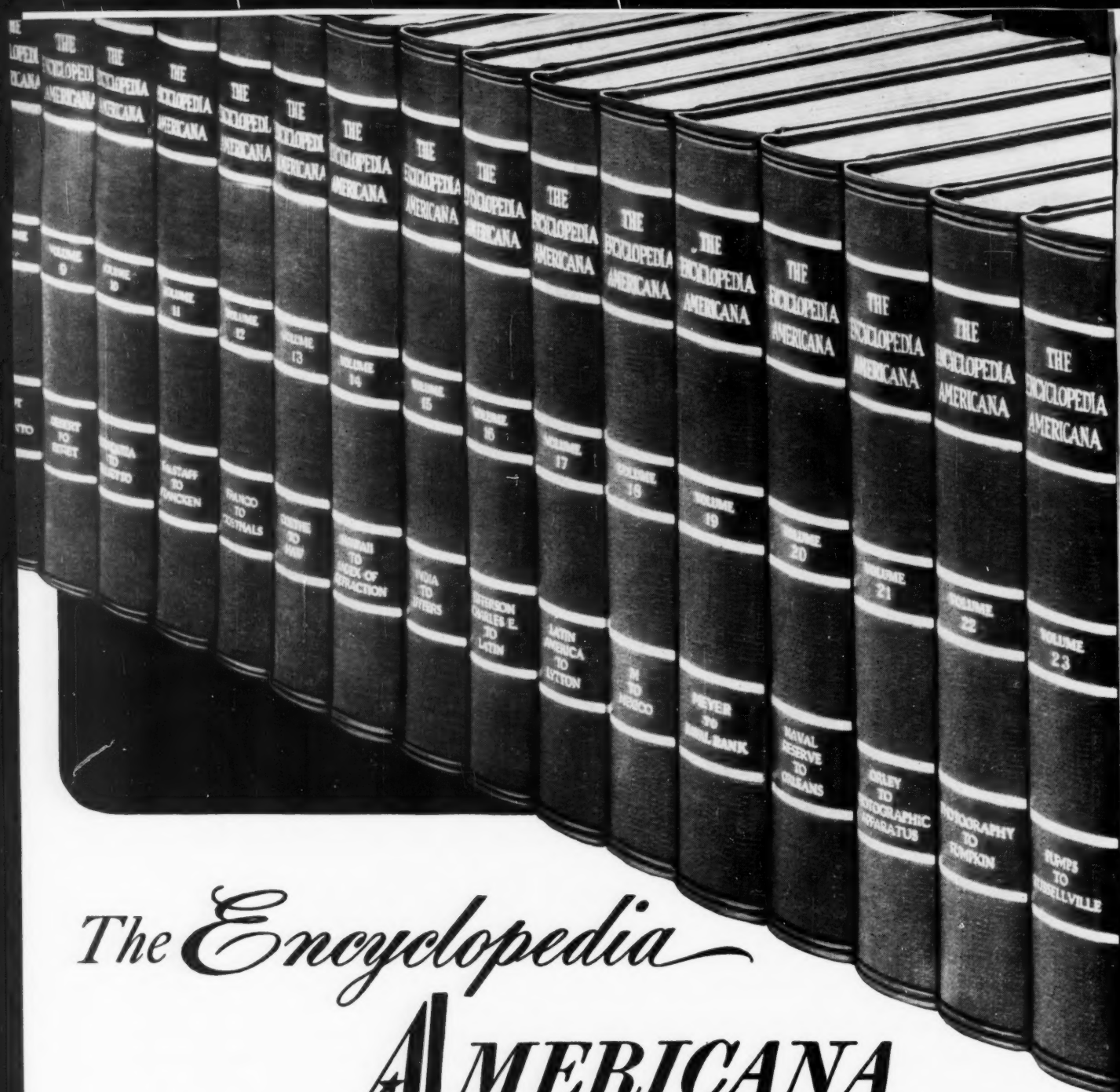
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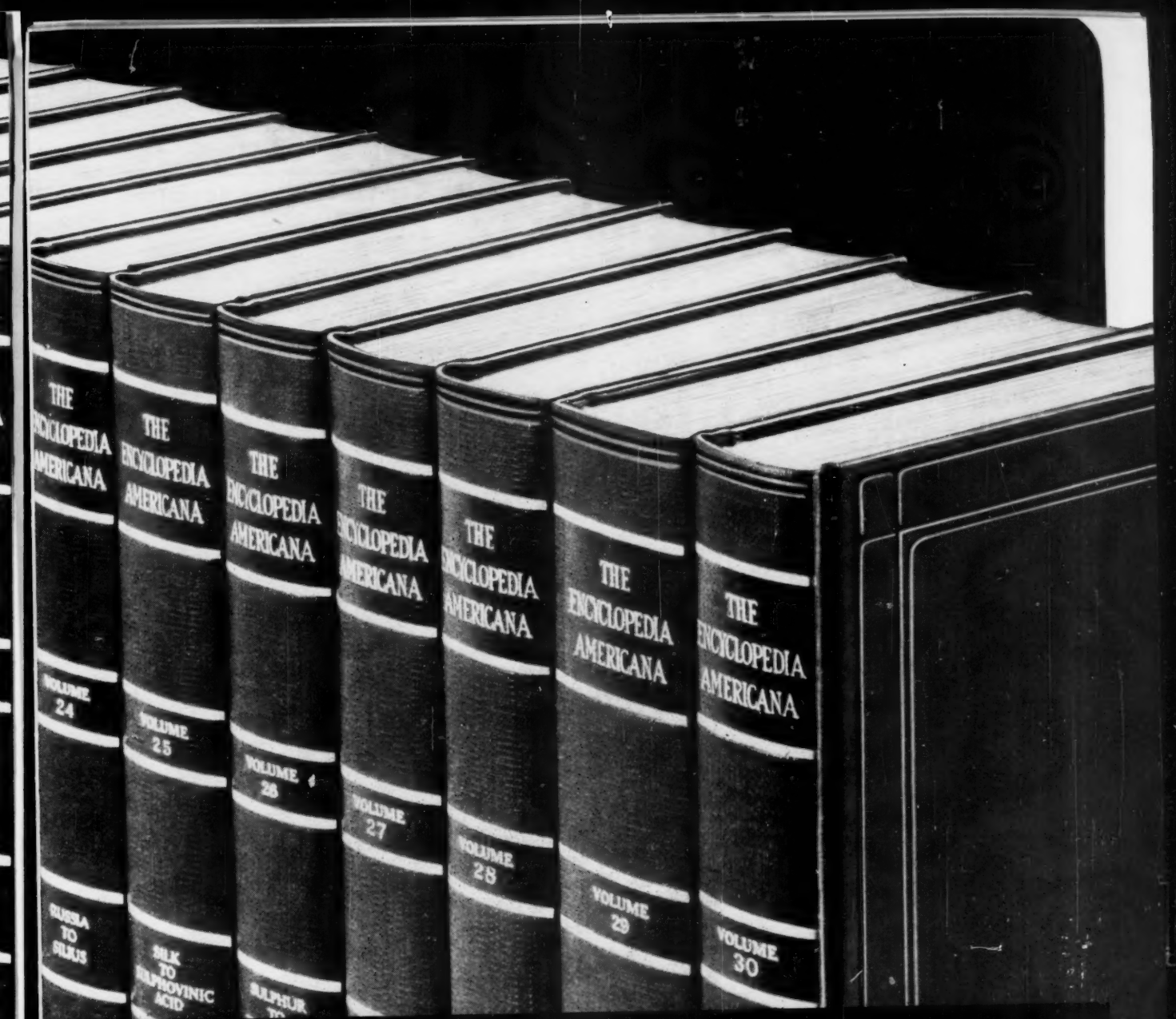
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WASHINGTON SCENE

news from the Capital affecting education

Walker-Hobby Appointment

The blue-bonnets might have quivered. Two Texans were at odds. But it was too late in the season for that. It was exactly the right time of year for the quivering emotions of those closest to the fission to set in motion a chain reaction that moved not only the chief educational organizations of the nation but also such lay groups as the Order of Railway Conductors, the CIO, the Cooperative League of U.S.A., the Friends Committee on National Legislation, the Jewish War Veterans, the National Grange and the National Council of Jewish Women.

Waurine Walker, Texan, recently installed president of the NEA before the final session of the largest convention ever held by that organization, had an appointment with Oveta Culp Hobby, Texan, one-time leader of the WACS and now in charge of Social Security cards, health, education and the nation's children, all jumbled together in the palatial office building at Fourth Street and Independence Avenue, a few blocks west of the Capitol.

In the morning of that day, President Walker was interviewed by a large delegation from the press and radio news agencies with representatives in Washington. She said to them:

"I am in Washington today to make a personal appeal to my fellow Texan, Secretary Oveta Culp Hobby of the Department of Health, Education and Welfare. This afternoon I intend to ask Mrs. Hobby to give her official approval to the emergency-aid-for-school-construction bills introduced by Senator Cooper of Kentucky and Representative Frelinghuysen of New Jersey.

"I am doing this in the name of the National Education Association, but I believe I speak not only for the teachers and superintendents who are its members but for the school board

members and parents as well, persons to whom the reality of crowded and unsafe school buildings is more vivid than the impersonal statistics of the National School Facilities Survey."

President Walker did call formally to keep the appointment made in Mrs. Hobby's office. Upon her arrival at the Independence Avenue establishment, the Secretary "wasn't anywhere there." She was greeted by a harried "chore-boy" of the Department who announced that because of events on Capitol Hill the Secretary would be unable to see her.

Comments from Radio, Press

The press and radio representatives who had heard President Walker announce her appointment at the morning press conference were, of course, interested.

John W. Vandercook, commentator on the ABC network, gave his version of the incident:

"Miss Waurine Walker of Austin, Texas, who is president of the great and politically lily-white National Education Association, had an appointment in Washington yesterday with Mrs. Oveta Culp Hobby.

"When Miss Walker reached the office of the chief of the Department of Health, Education and Welfare, the latest, and many think the least,

of our cabinet officials just wasn't there.

"The president of the largest and most important association of teachers and educators in the United States had not been intercepted by telephone, nor had an alternative appointment with Mrs. Hobby been made for her.

"It was a pity, for Miss Walker did not drop in just to pass the time of day.

"The NEA president had called on the rich lady from Texas to urge her support for twin bills now before Congress which are designed to meet—and only in small part—one of the most truly serious needs of the United States—the construction of new school buildings.

"Mrs. Hobby's tactless scamper at least does that cause no good."

Well, that's what the man said.

Jeanne Rogers, in the *Washington Post*, leads her story of the "appointment that failed" as follows:

"Oveta Culp Hobby, Health, Education and Welfare Secretary, yesterday cancelled an appointment with the new president of the NEA—who had come here seeking Administrative support of pending emergency school legislation.

"As Miss Waurine Walker of



NEA President Walker

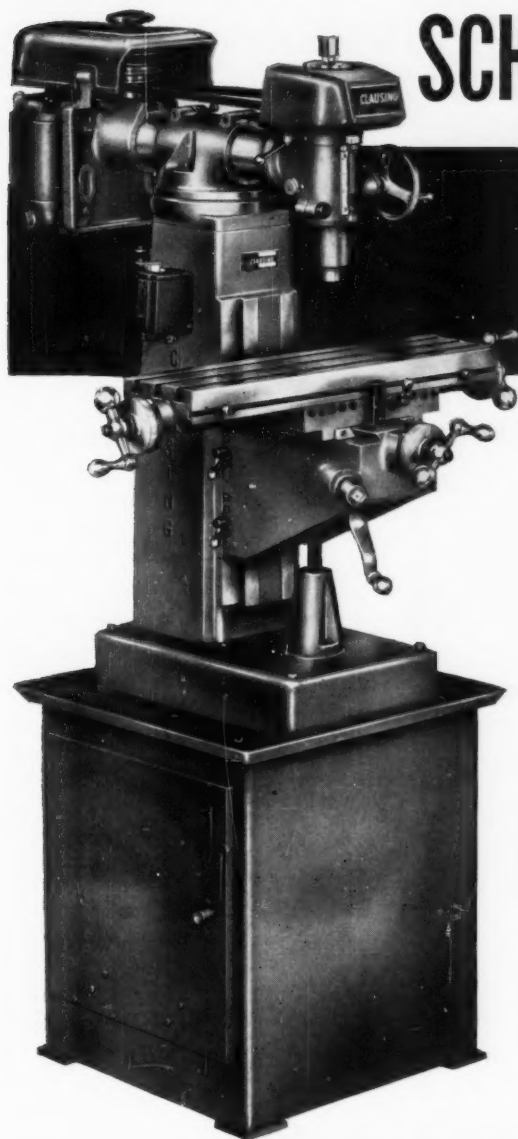
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HEW Secretary Hobby

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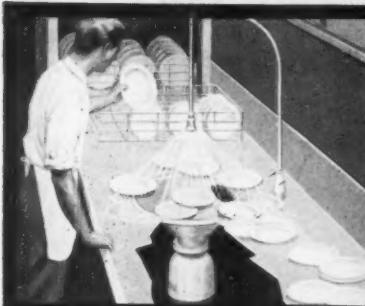
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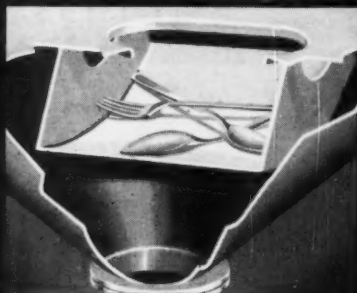
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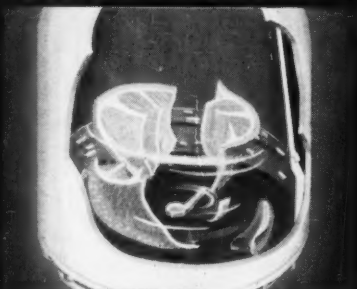
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*Model HC454 Available 1/2 H.P. Motor with "Rind-Ripper"

• Backflow protection per local codes.

Austin, Texas, arrived in Mrs. Hobby's outer offices, she was informed by an aide that the Secretary 'unexpectedly had been called to the Capitol.' Later, the aide told a reporter that Mrs. Hobby had not revealed the purpose of the trip.

"Miss Walker did not reschedule a meeting with Mrs. Hobby."

Yes, that's what the lady said.

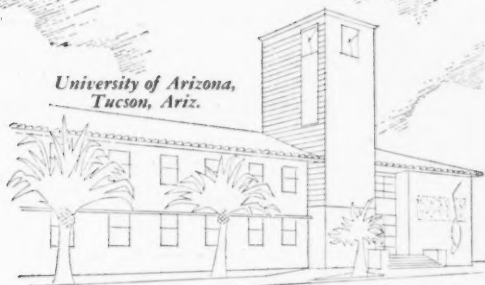
The fact that summer primaries in Texas were currently having some difficulty in deciding whether the Lone Star State is Democratic or Republican was merely coincidental.

The organizations referred to above, twenty in all, which were moved to action by the appointment that didn't materialize as well as by sentiment for the "emergency school legislation," sent the following telegram to President Eisenhower, Vice President Nixon, Senate Majority Leader Knowland, House Speaker Joe Martin, and House Majority Leader Charles Halleck, and Chairmen of the Senate and House Education Committees:

"THE PEOPLE OF THE UNITED STATES POSSESS NO MORE PRECIOUS NATIONAL TREASURE THAN THE CHILDREN ENROLLED IN OUR SCHOOLS. TO SAFEGUARD THIS RESOURCE AND TO MEET THE DEMANDS OF INCREASING ENROLLMENTS AND RISING BIRTH RATES OUR SCHOOLS MUST HAVE MORE CLASSROOMS. WE BELIEVE THAT EMERGENCY FUNDS SHOULD BE PROVIDED TO STATES AND LOCALITIES WHOSE EDUCATIONAL NEEDS FAR SURPASS THEIR AVAILABLE FISCAL RESOURCES. FOR THIS REASON WE RESPECTFULLY URGE YOU TO REQUEST CONGRESS TO GIVE FAVORABLE CONSIDERATION TO EMERGENCY PUBLIC SCHOOL CONSTRUCTION BILLS INTRODUCED BY SENATOR COOPER AND TEN OTHER SENATORS AND BY REPRESENTATIVE FRELINGHUYSEN. LETTER FOL-

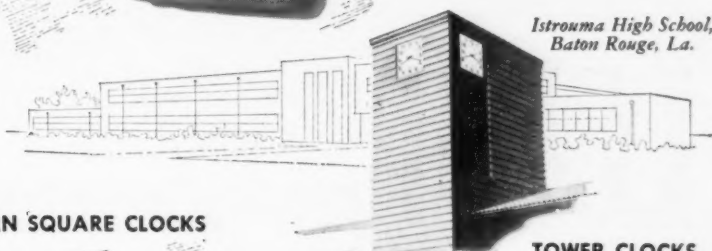
THE SCHOOL EXECUTIVE

University of Arizona,
Tucson, Ariz.



MASTER TIME CONTROLS

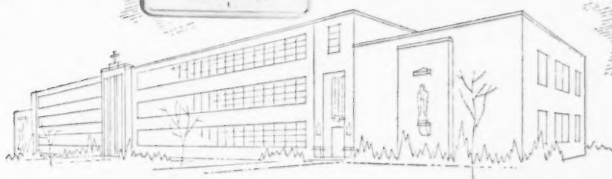
Istrouma High School,
Baton Rouge, La.



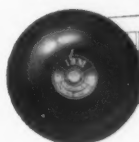
MODERN SQUARE CLOCKS

TOWER CLOCKS

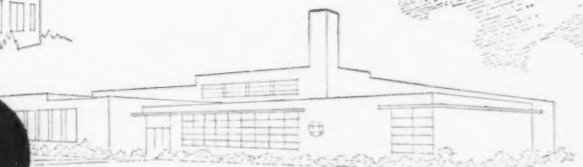
St. Joseph High School,
Cleveland, O.



PROGRAM SIGNALS



Corona Avenue School, Valley Stream, N. Y.



THOUSANDS OF U.S. SCHOOLS ARE RIGHT ON TIME

In planning a new building, adding to or remodeling an existing one . . . you can specify an IBM Electronic Time System *with fullest confidence.*

This modern time and program signaling system features around-the-clock self-regulation . . . as much as 12 hours when required. It synchronizes, coordinates clocks and signals—*without special unit-to-unit wiring.* Its programming flexibility allows for automatic control of utilities—lighting, heating, ventilating, water-flow—too.

Write to IBM for the latest data on time systems and other IBM time equipment.

with...



Time Equipment



FIRE ALARM SYSTEMS
add their extra measure of safety to building and occupants . . . deliver emphatic signals on demand.

INTERCOMMUNICATING TELEPHONE SYSTEMS . . .
automatically connect classrooms and office . . . save time and steps for teachers, administrators.



NEW RADIO-SUPERVISED TIME CONTROL . . .

a major advance in precision timing, is tuned to U. S. Bureau of Standards broadcast time signals . . . resets itself if out of synchronization. Delivers radio tone and voice announcement of time, permitting sight and sound check of clock's accuracy.



ELECTRONIC UTILITIES CONTROL . . .

saves time, effort, money by eliminating need for manual supervision in actuating water flow—opening and closing ventilators—switching light circuits, heating and air conditioning systems on and off.

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WASHINGTON

LOWS REQUESTING PERSONAL INTERVIEW WITH GROUP REPRESENTING THE SIGNERS OF THIS MESSAGE."

The School-Aid Proposals

The legislation in contest was S 2601 and HR 9841—the first, a bill introduced by Senator John S.

Cooper (R-Ky.); the second, a bill sponsored by Peter Frelinghuysen, Jr. (R-N. J.).

The measures are almost identical in character. The Cooper bill was reported out of Committee unanimously on July 9. The Frelinghuysen bill is still before the House Committee on Education.

Both of these measures are in keeping with the statement made by President Eisenhower in his State-of-

the-Union message last January in which he said, "... the Federal Government should stand ready to assist states which demonstrably cannot provide sufficient school buildings."

This legislation would authorize a per annum expenditure for two years of \$250,000,000 for the construction of public elementary and secondary schools.

The funds would be distributed upon the basis of an objective formula taking into consideration the school-age population and each state's average per capita income payments.

The press supports the legislation. The *Washington Post* says: "A score of the most respected and responsible organizations in the field of education petitioned President Eisenhower on Wednesday to ask Congress for passage, before adjournment, of emergency legislation to aid public school construction. The plea comes at the eleventh hour. It asks for a kind of leadership the White House and the Department of Health, Education and Welfare should have shown long ago. Perhaps it is not yet too late. . . ."

Griffing Bancroft over the CBS network:

"... The educators were here in an apparently vain attempt to prod through the closing Congress a bill calling for 250 million dollars in federal help in building new schools . . . it might be well to remember what Otto von Bismarck once said, 'The nation that has the schools has the future'."

But lest the government at present be thought to have its attention wholly on filibusters and China Sea raids, it may be duly recorded that the President has just signed three education bills. The new laws provide for:

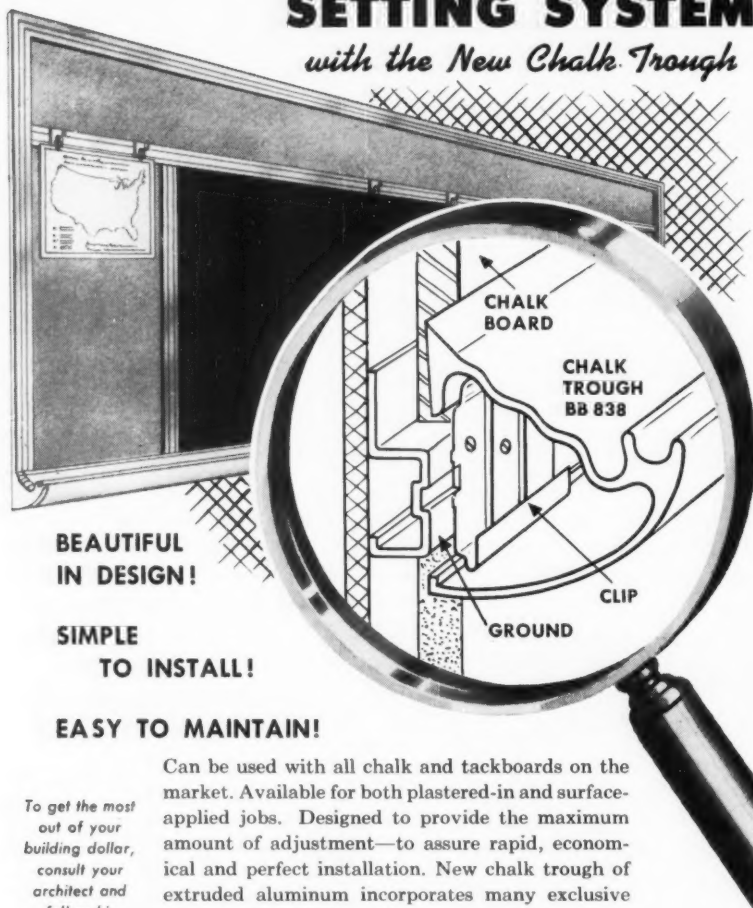
1. A nine-member National Advisory Committee on Education.
2. Conferences on education in the 48 states to be followed by a White House Conference.
3. Authority for the U. S. Office of Education to conduct cooperative research programs with educational institutions.

SE-512

LOXIT

SNAP-ON CHALKBOARD SETTING SYSTEM

with the New Chalk Trough



BEAUTIFUL
IN DESIGN!

SIMPLE
TO INSTALL!

EASY TO MAINTAIN!

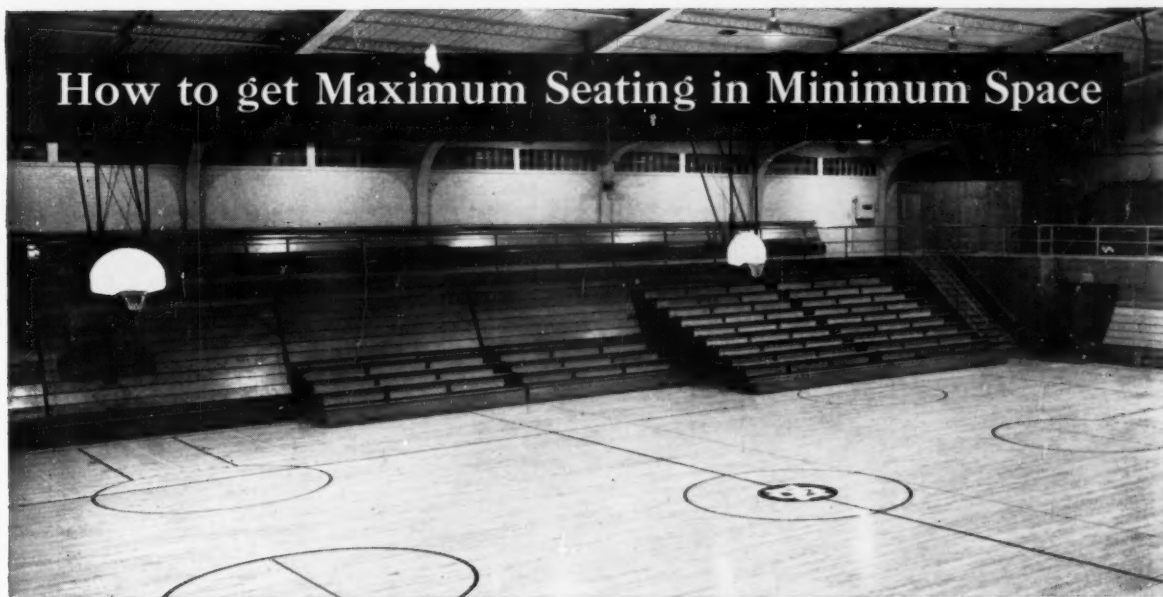
To get the most
out of your
building dollar,
consult your
architect and
follow his
advice.

Can be used with all chalk and tackboards on the market. Available for both plastered-in and surface-applied jobs. Designed to provide the maximum amount of adjustment—to assure rapid, economical and perfect installation. New chalk trough of extruded aluminum incorporates many exclusive advantages, including the new crayon holder. Write today for free catalog and additional information.

LOXIT SYSTEMS, INC.

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How to get Maximum Seating in Minimum Space



...plus MAXIMUM SPECTATOR COMFORT

Just ask for a seat demonstration of *Universal Roll-A-Way* Stands. Then you'll see and appreciate what we mean by maximum spectator comfort...in minimum space.

Notice the spectator's natural, comfortable position while seated. Make all the tests you wish, with feet forward or drawn back under the seats. Get out the slide rule and compute the actual area (or we'll do it for you). Compare design, construction, dimensions, and you'll find that...



Universal Roll-A-Way Stands

provide more cubic inches of comfortable leg room below seat board levels than any other stands... with either 22" or 24" row spacing.

The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per spectator... permitting normal position of feet drawn back under seats. Compare this with other stands which have 2" or 3" less space and vertical filler boards flush with seat fronts. Write today for free catalog.

Universal Bleacher Company

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PROFESSIONAL LIBRARY

recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Human Relations Training For School Administrators

The Journal of Social Issues (29½ Broadway, New York 7), Vol. X, No. 2, 1954, 68 pp., single copy \$1.25.

"When administrators fail, it is rarely because of their inability to deal with the physical aspects of their jobs. It becomes more and more apparent that the tensions and frustrations of administrators arise not from the tasks to be done or the physical operations of a school plant, but from the administrators themselves and their interrelations with other people."

This statement is by Arthur W. Combs and Robert S. Fisk, co-editors of this issue of the quarterly journal of the Society for the Psychological Study of Social Issues. The materials in the issue begin where that statement leaves off; that is, they report actual experiences in trying to do something about administration's growing concern for and emphasis on human relations.

Three series of studies—at Syracuse, Teachers College, Columbia, and Ohio State—are reported. Although discrete in origin, sponsorship, and method, each recognizes contemporary administration as "largely a problem of human relations," and each attempts to help the administrator be more effective in his relationships with staff and community.

School Athletics

Educational Policies Commission, NEA and AASA, 1201 Sixteenth St., Washington 6, D. C., 1954, 116 pp., \$1.00.

Because many citizens are concerned over present practices in school athletics, the Educational Policies Commission prepared this clarifying statement on physical education policy and problems.

The Commission recognizes that

abuses have crept into athletic programs, especially those for high school boys. It urges cooperation by school staff, school board, students and community to make athletic programs do "the most good" for all children and youth.

Suggestions are made to help schools and citizens re-identify their physical education program goals, fit the program harmoniously in with other school activities, emphasize sportsmanship, and resist pressures toward over-competitive sports.

A Design for the Administration Of Public Education With Particular Applications To California

By George D. Strayer, *Stanford University Press, Stanford, California, 1954, 31 pp.*

Affirmations concerning the structure and operation of state, county, and local school systems are listed by Dr. Strayer with stark simplicity.

The principles summarized are so basic and generally applicable that they constitute a creed of public school operation. As such, they could stimulate and guide any system in re-assessing its organizational patterns.

Fundamentals of Instructional Supervision

By Fred C. Ayer, *Harper and Brothers, New York, 1953, 523 pp., \$4.50.*

From his experience in teaching courses in supervision, Professor Ayer of the University of Texas has evolved an organizational approach to his course which emphasizes ten "guiding principles."

The principles are embodied in these terms: leadership, cooperation, considerateness, creativity, integration, objectivity, and evaluation. His course, and herewith his text, is an explanation and illustration of these abstractions.

The Teacher and His Work

By George Gould and Gerald Alan Yoakam, *The Ronald Press Company, New York, Revised 1954, 396 pp., \$4.50.*

This "first course in education" text by professors Gould and Yoakam of the University of Pittsburgh is revised from the 1947 edition.

It offers a comprehensive overview of the field of public education and of teachers' professional responsibilities.

Public School Administration

By Calvin Grieder and William Everett Rosenstengel, *The Ronald Press Company, New York, 1954, 622 pp., \$6.00.*

Professors Grieder and Rosenstengel, of the University of California and University of North Carolina respectively, intend this text for the typical introductory course in administration. They have tried to cover the field, explaining and illustrating principles and techniques of "sound democratic administration."

Psychology of Adolescence

By Luella Cole, *Rinehart and Company, New York, Revised 1954, 712 pp., \$6.00.*

A durable, dependable, and comprehensive text on all phases of adolescent growth is again brought up-to-date with new interpretations and reports on new studies. Fourth edition.

Measurement and Evaluation

By Theodore L. Tongerson and Georgia Sachs Adams, *The Dryden Press, New York, 1954, 489 pp., \$4.90.*

This text for elementary teachers offers help in bridging the gap between acceptance and implementation of modern ideas on measurement and evaluation.

The teacher is led to see measure-

ATF

Good School News

GRAPHIC ARTS—THE EDUCATIONAL FIELD WITH A FUTURE*American Type Founders, Educational Services Department, 200 Elmora Avenue, Elizabeth, New Jersey*

Vancouver Has Complete Graphic Arts Program

A complete graphic arts course is now being offered in Vancouver, Wash., by Clark Junior College, Vancouver and Washington high schools—all operated by School District 37.

More than a thousand students, ranging from 10th grade high school sophomores to trade extension and trade training men are given thorough practical training in both letterpress and offset printing.

The well-equipped shop occupies two floors of Clark College's new million dollar building for vocational and applied arts. The new 17 x 22 ATF Chief, shown to the right, was selected for training students in the offset process. A 14" ATF darkroom camera and a No. 4 Little Giant are also in operation. Other ATF distributed equipment includes a Challenge drill, Diamond paper cutter and a Morrison saw and router unit.

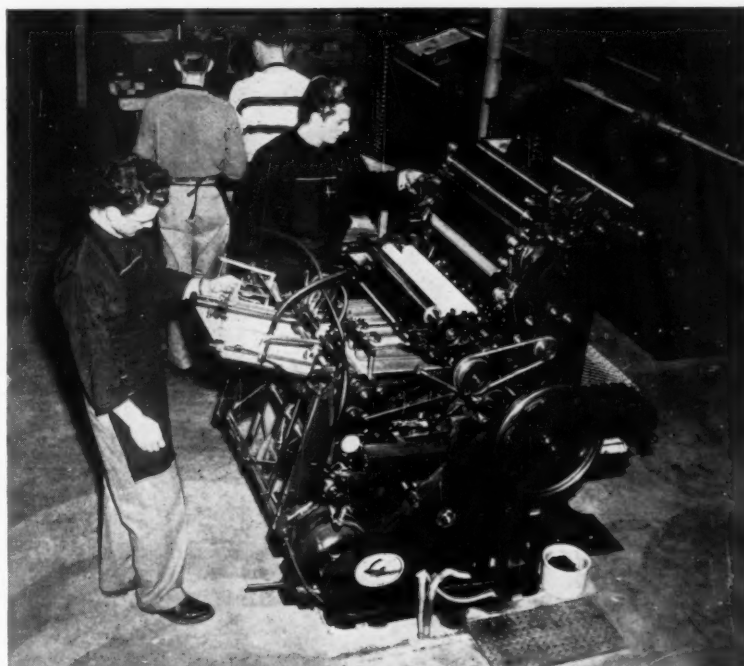
The aims of the graphic arts division, according to Dean Oliver B. Klossner, are "...to give the students a complete view of graphic arts theory through job work, classroom instruction, movies, plant visits and lectures..."



ATF 14" darkroom camera gives Vancouver printing students actual experience in making plates for offset work.

Graphic Arts Shop Plans

New Junior and Senior High Industrial Arts and Vocational Shop plans and specification folders have just been completed. These include two suggested General Shop layouts and three Unit Shops to accommodate from six to ten, fifteen to twenty, and twenty to twenty-four students. The two Vocational plans are designed for ten to twenty and twenty to thirty students. Write us for the layout which will best fit your school's needs.



ATF 17x22 Chief at Clark College Graphic Arts Division trains students in offset printing.

Alabama School of Trades at Gadsden installs new ATF Little Giant Press

The popularity of ATF Little Giant presses for graphic arts instruction is rapidly increasing. With the installation at Gadsden they are now being used in schools of thirty four states.

Because it operates on the same principle as the Kelly and other larger presses, the Little Giant is a particularly valuable training tool. It not only introduces students to the whole field of letterpress printing, but the Little Giant itself is finding ever increasing use in the graphic arts industry. Its centralized controls facilitate both operation and instruction. Also, being completely guarded and easily braked for immediate stops, the Little Giant 6 is easily the safest press on the market today. A Micro-Safety switch prevents operation when the press' side guard panels are removed.



This ATF Little Giant is now being used in the graphic arts vocational course of the Alabama School of Trades at Gadsden, Alabama. An ATF Big Chief offset press is also in use here.

LIBRARY

ment and evaluation as an integral part of the teaching process and as a method of preventing as well as correcting problems. Formal and informal techniques are suggested to help teachers regard and study children as individuals.

OTHER PUBLICATIONS AND PAMPHLETS

The editors have selected the publications listed below as worthy of the administrator's attention. Those of particular value appear in heavy type.

Guidance

Let's Talk About Tomorrow is intended to help youngsters to appraise their own interests and abilities and to find the career that is right for them. Written primarily for teachers. National Child Labor Committee, 419 Fourth Ave., New York 16.

What Are You Looking For?, prepared by a committee of students, teachers and administrators at the University of Florida last summer, urges high school pupils to consider teaching as a career. Divi-

sion of Publications, State Department of Education, Tallahassee, Fla.

Invitation to Youth, Careers in Life Insurance surveys opportunities within the business, both in home offices and the field. Educational Division, Institute of Life Insurance, 488 Madison Ave., New York 22.

How to Organize and Run A School Camera Club is "a working blueprint" on organization, and suggests ways to increase effectiveness of existing clubs. Compiled and prepared by the executive staff of *Photography Magazine*, School Service Department, 366 Madison Avenue, New York.

Audio-Visual

Educators Guide to Free Films is the fourteenth annual edition. Educators Progress Service, Randolph, Wis. Price: \$6.00.

So You Want to Start a Picture File, by Bruce Miller, Superintendent of Schools, Riverside, Calif., analyzes picture values and sources, file processing and display. Bruce Miller, Box 369, Riverside, Calif. Price: 50¢.

Instructional Program

Improving Education in Kentucky is the proceedings of the 30th annual educational conference and the 19th annual meeting of the Kentucky Association of Colleges, Secondary and Elementary Schools at the University of Kentucky. Contains speeches, minutes of meetings. *Bulletin of the Bureau of School Service*, College of Education, University of Kentucky, Lexington. Price: \$1.00.

An Evaluation of the Driver Education Program in the State of Delaware appraises the program in terms of the performance records (number of violations, arrests, etc.) of program participants. Dr. Robert C. Stewart, Assistant State Super-



SE-513

Read Your Favorite Column



As you well know, a lot of chairs are not designed to provide proper posture. Spot X-rays would tell the story.

You will find that the No. 264 New Life Chair was designed with full consideration for the reader's comfortable concentration. The pitch of the back and the improved design of the saddle make it explicitly a reading chair. The 264 Chair will give you life-long satisfaction because,

IT PROVIDES CORRECT AND LASTING COMFORT



by JOHN E. SJÖSTRÖM COMPANY, INC.

1711 NORTH TENTH STREET, PHILADELPHIA 22, PA.

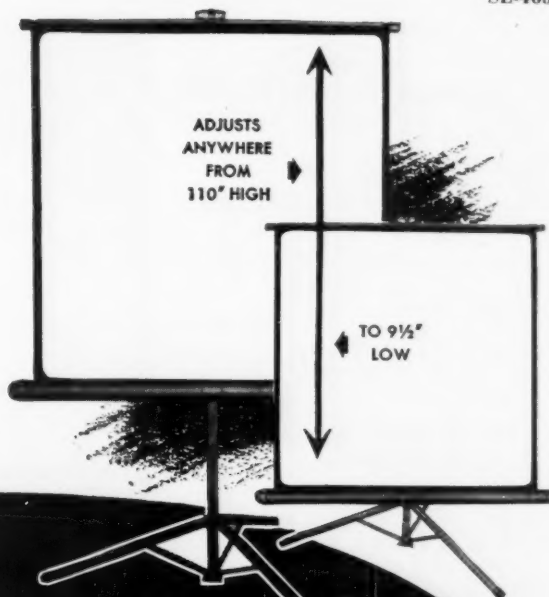
For darkened rooms, New RADIANT "Educator" with full height adjustment

For classroom or auditorium... with or without platform or stage the Radiant Educator can be quickly set up for perfect visibility. A touch of the toe and the extra sturdy tripod legs fly open. The 70" model adjusts from only 9½" from the floor to a height of 110" ... and is easily adjustable to square sizes for slides, rectangular sizes for movies. Fully guaranteed for 10 years.

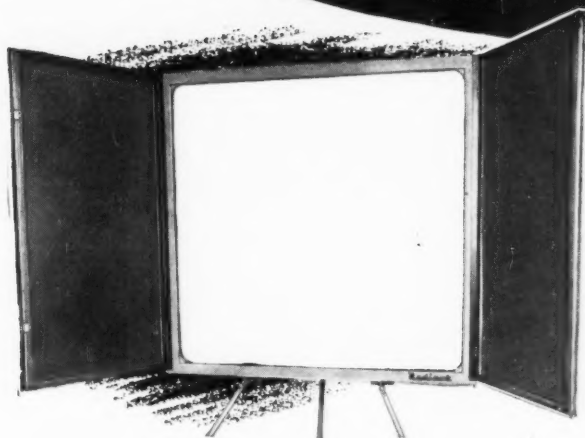
BRIGHTER, MORE BRILLIANT PICTURES, TOO!



The "Educator" features Radiant's new, improved "Perma-White" Processed Vyna-Flect glass beaded fabric to guarantee the most perfect picture projection possible. And this Vyna-Flect is mildew-proof, flame-proof and washable.



**The Student's Eye View
is always good
WITH THESE TWO GREAT
RADIANT SCHOOL SCREENS**



For lighted rooms, New RADIANT "Classroom" with full 90° viewing angle

Projecting in lighted rooms is no longer a problem. The advanced design of the Radiant "Classroom" Screen has proven its ability to show bright, clear pictures in daytime or under artificial lighting. Doubles the efficiency of visual aid programs... eliminates the need for costly room-darkening equipment in most classrooms. The screen surface is unbreakable.

Brilliant, clear pictures which can be seen throughout a full 90° viewing angle permits every student to see a sharp, clear picture from his own seat.



FREE! Send Coupon Today for detailed specifications on these two outstanding Radiant Projection Screens. Illustrated, descriptive circulars and price lists will be sent without obligation.

RADIANT Projection Screens

Radiant Manufacturing Corp. • 1210 S. Talman • Chicago 8, Illinois

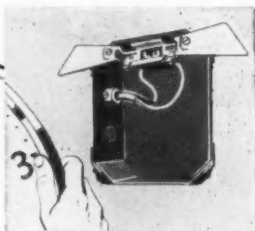
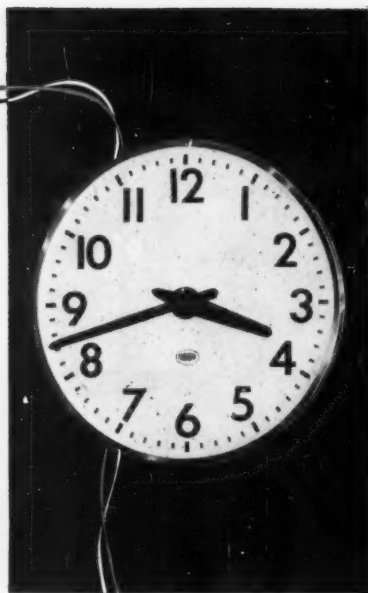
RADIANT MFG. CORP.
1210 S. Talman, Chicago 8, Ill.

Yes, I want to get full story of the two remarkable new developments—the Radiant "Educator" and "Classroom" Screens.

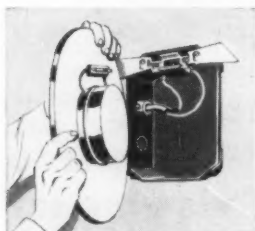
Name _____
Address _____
City _____ Zone _____ State _____
My dealer's name is _____

FARADAY

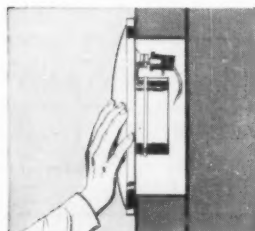
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NEW
Exclusive
PLUG-IN*
FLUSH CLOCKS



Wall outlet pre-wired,
permanently installed.



Clock plugs easily into
outlet.



Clock securely mounted,
yet easily removed.

● This ultra-thin Faraday clock incorporates design advances that greatly simplify installation and give it a distinctive beauty, unmatched in clocks of flush design. It is installed, securely and easily, by plugging it into a pre-wired wall outlet—yet it can be removed from the wall with equal ease. Once installed, its polished aluminum rim projects only 7/16"—and actually looks as though it were mounted in the wall.

The Faraday Flush Clock is unusually easy to read—from many angles—because of its special flat center convex crystal and crisp black numerals against a white face. It is operated by a high-quality, impulse or synchronous movement. Available in a wide variety of standard diameters as individual synchronous clocks or as a part of a complete program system. Write for details.

*Patent applied for.

HOLTZER-CABOT **FARADAY** STANLEY & PATTERSON

CONSOLIDATED BY:

SPERTI FARADAY INC. ADRIAN, MICH.

BELLS - BUZZERS - HORNS - CHIMES - VISUAL
AND AUDIBLE PAGING DEVICES AND SYSTEMS

LIBRARY

intendent, Department of Public Instruction, Dover, Del.

The Status of Driver Education in Public High Schools, 1952-53 brings existing information on this subject up-to-date, with a thorough analysis of every aspect. Research Bulletin, NEA.¹ Price: 50¢.

Vocational Education

Definitions of Terms in Vocational and Practical Arts Education is prepared to clarify educational terminology in this field. American Vocational Association, Inc., Committee on Research and Publications, 1010 Vermont Ave., Washington 5. Price: 25¢, 5 for \$1.00.

Looking for a Career? examines opportunities in the food industry. National Association of Food Chains, 726 Jackson Place, N. W., Washington 6.

Management

Civil Defense, a curriculum resource unit for New York City Schools, is an excellent guide for teachers on all aspects. Room 108, 110 Livingston St., Brooklyn 1.

Current Expenditures Per Pupil in Public School Systems: Small and Medium-Sized Cities, 1952-53, by Lester B. Herlihy, covers 241 cities in the 10,000 to 25,000 population class (medium) and the 2,500 to 10,000 class (small). Office of Education.²

Current Expenditures Per Pupil in Public School Systems: Large Cities, 1952-53, by Lester B. Herlihy, presents data covering 173 cities with populations of 25,000 or more. Office of Education.²

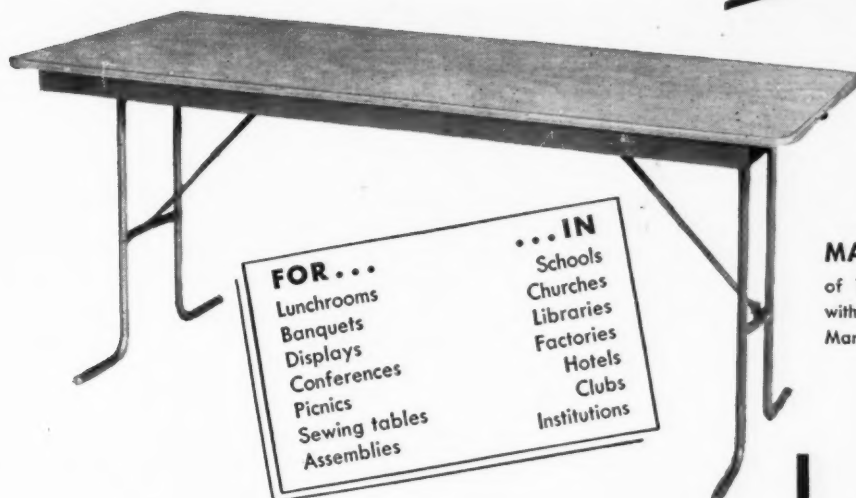
¹Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.

²Office of Education publications are available through the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Here's the

NEW

all-purpose table by

Wenger

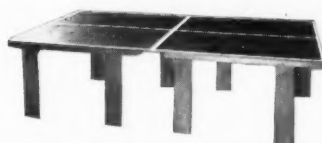
with the

NEW**MARK PRICE TOP**

of 13 ply $\frac{3}{8}$ " silver birch plywood with hard melamine plastic surface. Marproof, stainproof and scratchproof.

NEW**IDEAL FOR ANY PURPOSE... ATTRACTIVE... SAFE**

WENGER ALL-PURPOSE TABLE, 6' long, 30" wide and 30" high, is suitable for any purpose or place such as lunchrooms, meetings, displays and other occasions. Attractively styled to match any situation. Shaper cut school edge eliminates germ catching crevices, debris and possible delamination. Attractive off-center leg design for greater leg room and extra comfort. Angle of steel legs gives balanced appearance. Grey hammer finish channel frame constructed of 20 gauge steel. Wenger handy, one-piece friction brace makes it absolutely safe. Sturdy construction for use as permanent table.

**TABLE TENNIS TABLE****WENGER-MADE TABLE TENNIS TABLE**

... Constructed of top-grade $\frac{3}{4}$ " fir plywood. $1\frac{3}{4}$ " edge around table eliminates warping. Table available in two units, $4\frac{1}{2}$ ' x 5', which can be used separately for other purposes. Tables attached together form regulation 5' x 9' table tennis table. Units held firmly together with spring catches. Each unit has four solid, braced plywood legs, easily folded for handling and storing. Cutout top for easy placement of net. Regular non-glare green table tennis table, white edging and middle stripe of non-glare finish.

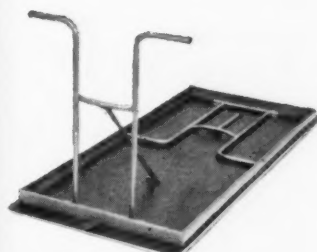
Write for free catalog containing complete information

**FREE CATALOG**

write for yours today!

*Wenger***MUSIC EQUIPMENT CO.**

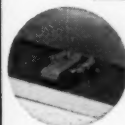
RISERS • PORTABLE STAGES • SOUSAPHONE CHAIRS
20 Wenger Bldg. Owatonna, Minnesota

**FOLDING DESIGN**

Easy to set up. Legs quickly folded or unfolded by tap of the hand.

**FOLDS FLAT**

for compact storage. Easily stacked.

NEW

non-slip compression spring catch on ends enable tables to be placed end to end firmly and quickly.

New Honeywell "Schoolmaster"

The Honeywell Schoolmaster System assures more alert classes . . . a finger tip temperature report from all rooms for the principal . . . plus added fire safety

Proper temperatures play an important role in classrooms today.

If your rooms are hot and stuffy, you'll naturally get dull reactions from your students. And good concentration is an equally tough job in chilly classrooms.

The cost of exposing a child to education is the same whether surrounding conditions make him re-

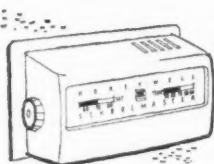
ceptive to learning or not. What he doesn't absorb is lost.

That's why Honeywell designed the new Schoolmaster System. It assures brighter, more alert students, with more "take-home" learning. It also gives the principal a finger tip report from all rooms, plus added fire safety, as explained below.

This new Schoolmaster System performs these important functions

1. It makes temperatures a part of teaching.

The Schoolmaster thermostat is custom designed for the instructor so that room temperatures can be matched to class activities.



It has a finger tip temperature adjustment knob (optional) . . . a smart, horizontal styling that allows a free flow of air for faster response . . . and simple, easy-to-read temperature indicators.

2. It gives the principal a finger tip report.

The Honeywell Schoolmaster Monitor is an accurate indicator panel for the principal's office. It is wired

to a special sensing element in the thermostat for each room. In this way, he can have a push-button temperature reading for *any room in his school*, and help his instructors maintain the proper temperatures.

3. It provides added fire safety.

You have a constant fire sentry in the Honeywell Schoolmaster System in addition to your regular fire protection system. You have fire sensing elements in each room, and in closets and store rooms, if you wish.

If a fire breaks out, this system not only rings a bell, but it also indicates the room in which fire has occurred. Think of the precious time saved!

The Honeywell Schoolmaster System is designed for *any* school, whether a new or older building. No major changes are necessary as the wiring is simple.

Call your local Honeywell office today about the new Schoolmaster System. Or . . . write for complete information to Honeywell, Dept. SN-9-178, Minneapolis 8, Minnesota.

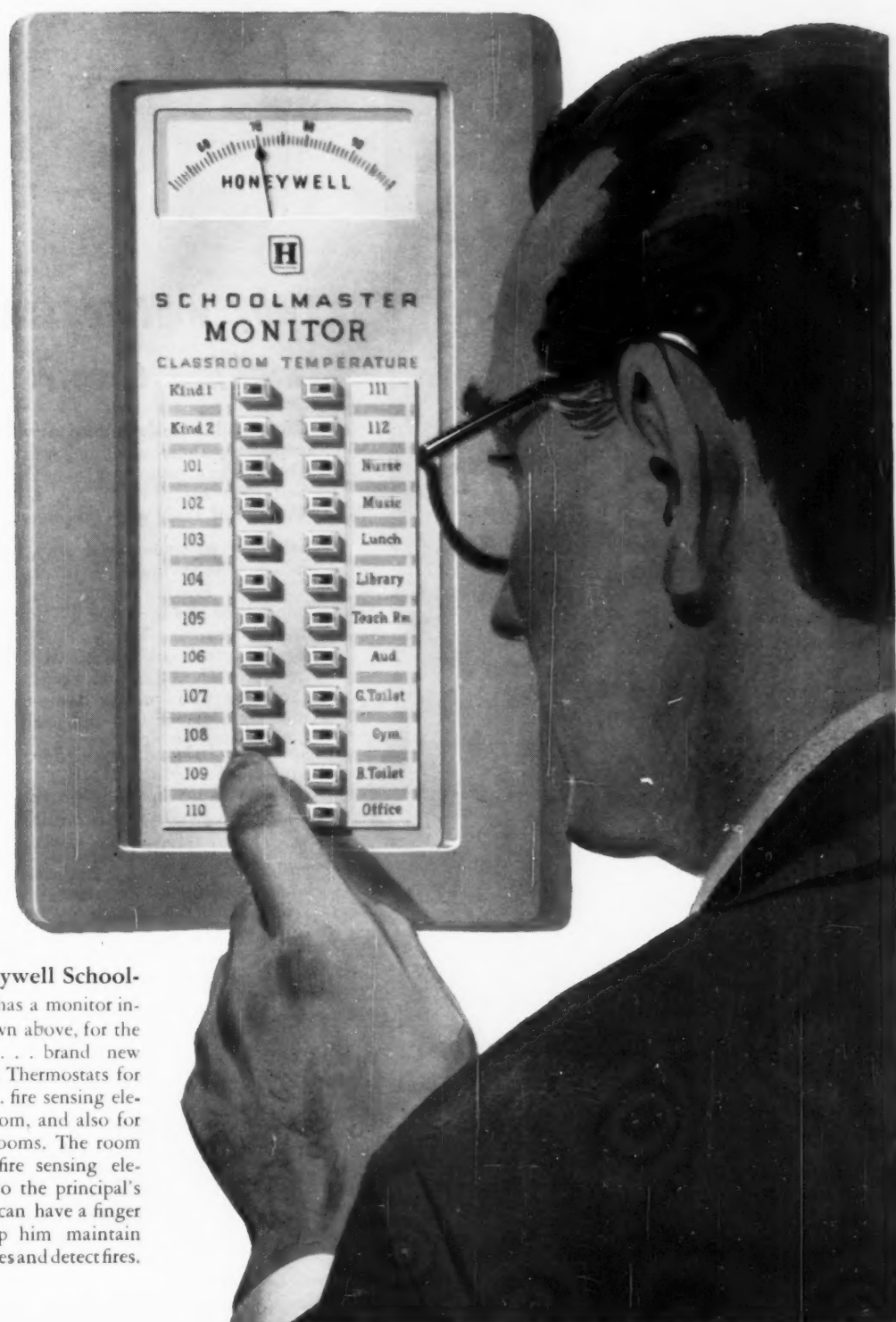
MINNEAPOLIS
Honeywell



First in Controls

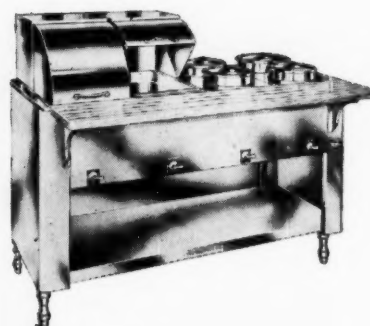
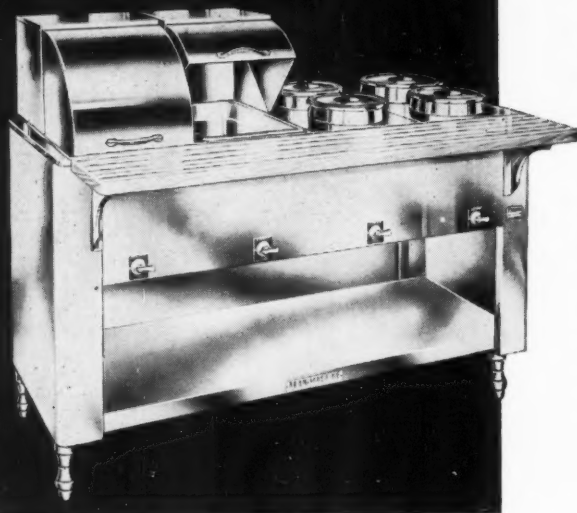
112 OFFICES ACROSS THE NATION

controls and monitors temperatures!



The new Honeywell Schoolmaster System has a monitor indicator panel, shown above, for the principal's office . . . brand new Honeywell School Thermostats for each classroom . . . fire sensing elements for each room, and also for closets and store rooms. The room thermostats and fire sensing elements are wired to the principal's panel so that he can have a finger tip report to help him maintain proper temperatures and detect fires.

A SURE WAY TO EXTRA PROFITS



why wait to start making them?

More and more food service operators are replacing their old food warmers with the modern, money-saving, flavor-saving waterless THURMADUKE, regardless of the age of their old equipment.

It's easy to understand why, when you add up the savings. First, you save up to 70% on heating costs alone. This is enough to pay for your THURMADUKE in a short time. Then, you save on shrinkage and spoilage because THURMADUKE Selective Heat Control keeps individual foods at the proper temperature for minimum flavor loss and shrinkage.

In air conditioned rooms, there is another important saving because THURMADUKE has no steaming water-pan to put an extra load on the air-conditioning unit.

Your local THURMADUKE Dealer can point out a number of additional reasons why it pays to modernize with THURMADUKE now! He will be glad to give you full information without obligation. If you don't have the name of your local dealer, drop us a card.

*If you would like a copy of
our complete, illustrated catalog,
WRITE FOR CATALOG S-549*

DUKE MANUFACTURING CO.
2305 NO. BROADWAY
ST. LOUIS 6, MO.

The Original
1ST THURMADUKE
IN SALES SANITARY WATERLESS FOOD WARMER

Corridor?

Presto—

Cafeteria!

by KATHERINE L. BAKER

*Director of school lunches,
Medford, Massachusetts.*

TODAY MANY schools provide hot lunches, and good lunchroom equipment is considered an essential part of a school building. However, many schools still in use were built before this idea became popular, and administrators have the problem of creating, with limited funds, an efficient kitchen and adequate eating space in a part of the school building that was intended for some other purpose.

Our experience in installing new equipment in several schools in Medford, Massachusetts, has shown us that although new facilities are expensive, the cost is absorbed gradually over the period of use. We decided that minimum satisfactory equipment consists of a dishwasher, a refrigerator, a deep-freeze for storing wholesale meats and other perishables that can be frozen, an elec-

tric mixer and attachments (the size varying with the size of the school), a food slicer, a good stove, stainless steel sinks, and an automatic vegetable parer.

When our high school acquired additional space, we had the opportunity to plan a new kitchen with excellent working conditions, though we had to limit ourselves to a minimum outlay of expense for equipment. We decided that a rectangular work area makes for greatest efficiency, and space was arranged to save the worker unnecessary steps. The equipment required for making the main meal was placed close to the storage cabinets. A double sink was provided for washing vegetables and other foods with a minimum of effort. In the salad area, the sink, refrigerator, work tables, slicers, and other facilities for making salads were placed together to save labor. The sandwich and dessert sections were similarly planned. We attached two faucets to the stoves so that the cooks need

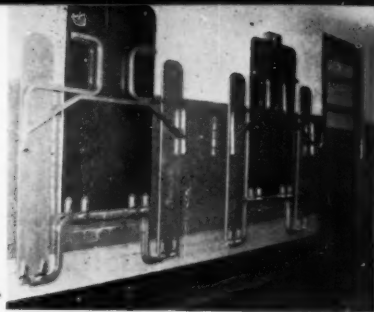
Compact lunchrooms and kitchens can be built in school corridors or other small spaces with careful planning.

1. Combination tables and chairs fold against wall when not in use, in corridor of Lincoln Junior High School, Medford, Massachusetts. 2. When opened, these units seat six, leaving ample space for corridor traffic. 3. Kitchen located in center of lower floor corridor of Hobbs Junior High School was redecorated with stainless steel sinks, ovens, stoves, wall cabinets. Cupboards have shelves and formica tops. Curtains are flameproof. 4. Another view of same kitchen, showing new asphalt tile flooring, stainless steel serving counter with glass-covered units to protect food. 5. Rectangular kitchen in Medford High School saves time, footsteps. 6. Closer view of baking area with electric mixer at left. Vegetable area with sink, parer, stove at right.

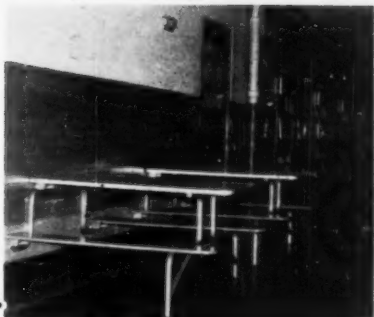
September, 1954

SCHOOL LUNCH

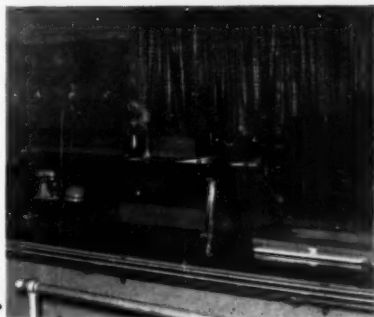
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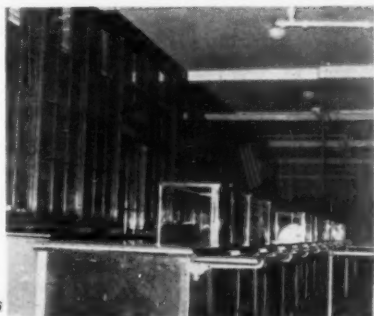
2.



3.



4.



5.



6.



KYS-ITE molded plastic trays have up to 5 times the strength of ordinary plastics



Practically indestructible and quiet, these lightweight, easy-to-handle trays are used by more and more of the country's leading schools and colleges. Kys-ite trays won't shatter; they're tough to chip or damage with even the roughest handling. Their smooth, hard finish is mar and scratch-resistant . . . and so easy to clean! Can be sterilized indefinitely without dimming their lustrous red or brown colors or warping. Available in 10 sizes.

BY THE MAKER OF
KYS-ITE MOLDED PLASTIC TABLEWARE



Keyes Fibre Sales Corporation, Dept. SE
420 Lexington Ave., New York 17, N. Y.
Please send me further information on
☐ Kys-ite Tableware ☐ Kys-ite Trays
NAME.....TITLE.....
NAME OF SCHOOL.....
ADDRESS.....
CITY.....ZONE.....STATE.....
MY WHOLESALER IS.....

not lift the heavy aluminum double boilers filled with liquid, but can fill them right on the stoves. The lunch-room serving counters are of stainless steel, with attractive glass shields to keep the food clean. Used dishes are not brought into the main kitchen, but are trucked directly into the dishwashing room.

In Lincoln Junior High School, built in 1926, we had the problem of creating both a kitchen space and eating space that had never been included in the architect's plans. The kitchen was placed in a large area facing the school gymnasium, which had bleacher seats. The youngsters had to sit on the bleacher seats balancing trays on their laps, until we solved the problem by purchasing combination folding tables with attached seats. These are hung on the corridor wall, and each, when opened, seats six students. When folded, they are locked against the wall, leaving the area free.

CORRIDOR KITCHEN GETS NEW DECOR

At Hobbs Junior High School we redecorated the kitchen, which was located in the center of the lower floor corridor. For the floor covering we chose asphalt tile. Though not as buoyant as rubber tile, it is less expensive, and with proper cushioning will give years of good service. We selected sinks, ovens and stoves of stainless steel and shelved cupboards with formica tops. The lunch counter is also of stainless steel with glass windows to protect the food. Cheerful flameproof curtains cover a window that provided little light in this corridor.

We have found that it is not necessary to use some of the more elaborate types of kitchen equipment such as those found in hotels. For example, special facilities for short-order cooking are not essential, and we believe it is preferable to put the money into good food staples rather than into such equipment.

With good planning, even administrators who have a very limited budget can improvise a convenient lunchroom.

End Tedious Hand Sorting, Counting, Wrapping!

Sort, count and wrap coins for deposit 15 times faster than by hand. Do the job mechanically with KLOPP time-tested machines. These machines are priced so you can afford the convenience they offer.

Positive Accuracy



Counts
2,000
coins per minute and
wraps for deposit.



Sorts
1,000 coins per minute.

For greater accuracy and because of teacher shortage many schools are now using Klopp machines, for sorting, counting and wrapping lunch room and special event collection.

Machines will be shipped on free trial if desired.

KLOPP ENGINEERING, INC.
35551 SCHOOLCRAFT RD.
LIVONIA, MICHIGAN

Please send prices and data on Klopp machines.

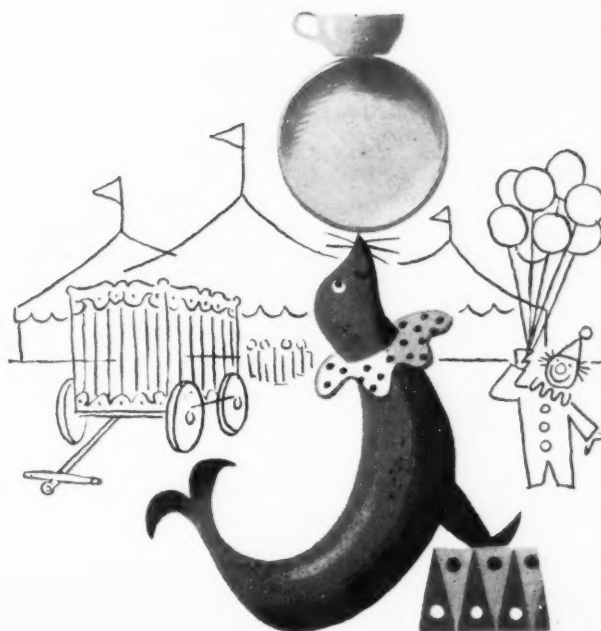
Church.....
Address.....
City.....State.....
Per.....

THE GREATEST SHOW OF THRILLS AND CHILLS

now takes no risks with mealtime spills

... Ringling Bros. has switched to

Break-resistant **melmac**[®] dinnerware!



Replacing all ordinary dinnerware in Ringling's 3,000 meal-per-day mobile Cookhouse is dinnerware made of MELMAC molding material—the dinnerware that looks lustrous, that flatters foods, that rivals Ringling's beloved elephants for toughness, long life and good performance! For all of these reasons, it will pay you to investigate MELMAC dinnerware. Ask your supplier for samples, or write us for molders' names.



AMERICAN Cyanamid COMPANY

PLASTICS AND RESINS DIVISION

38D Rockefeller Plaza, New York 20, New York

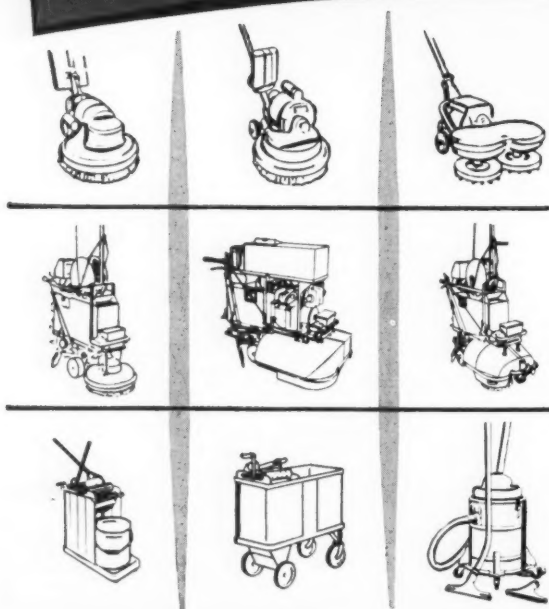
In Canada: North American Cyanamid Limited • Toronto & Montreal

Keep your
floor-maintenance
men happy...



with **Job-Fitted** EQUIPMENT!

Choose from the **COMPLETE Finnell Line**
More than a score of models and sizes
permits selection of the equipment
that's exactly right for your job!



However much a maintenance man may want to do a good job, and at the same time show savings in labor costs, he's stymied if the machine is too small, or too large, or is otherwise unsuited to the job. Different floors and areas call for different care and equipment. That's why Finnell makes more than a score of floor-maintenance machines. From this complete line, it is possible to choose equipment that is correct in size as well as model... that provides the maximum brush coverage consistent with the area and arrangement of the floors.

Finnell makes Conventional Polishing-Scrubbing Machines in both concentrated and divided-weight types, each in a full range of sizes... a Dry-Scrubber, with self-sharpening brushes, for cleaning grease-caked floors... Combination Scrubber-Vac Machines for small, vast, and intermediate operations, including gasoline as well as electric models... Mop Trucks... Vacuum Cleaners for wet and dry pick-up, including a model with By-Pass Motor. In addition, Finnell makes a full line of fast-acting Cleaners for machine-scrubbing... Sealers and Waxes of every requisite type... Steel-Wool Pads, and other accessories — everything for floor care!

In keeping with the Finnell policy of rendering an individualized service, Finnell maintains a nation-wide staff of floor specialists and engineers. There's a Finnell man near you to help solve your particular floor-maintenance problems... to train your operators in the proper use of Finnell Job-Fitted Equipment and Supplies... and to make periodic check-ups. For consultation, demonstration, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 3109 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.

FINNELL SYSTEM, INC.

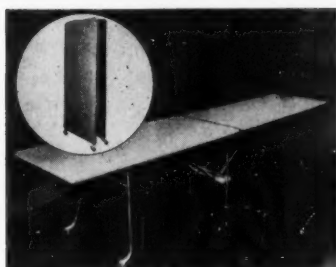
Originators of Power Scrubbing and Polishing Machines



BRANCHES
IN ALL
PRINCIPAL
CITIES

New Product / Reviews

Folding Tables SE-601 *Increase Flexibility of Cafeterias*



The L-B Sico Table features increased seating space, decreased storage area, and simplified set-up. Seven 12' tables store in a 30' x 71' space. Constructed of all-welded structural steel tubing, the table has patented "Floating Fold" action that permits rapid, non-tip set-up by one person and eliminates hinges that pinch fingers and collect food and moisture.

"Traveling" has also been eliminated in this table. The two center legs are tipped with thick rubber pads that resist skidding when the table is opened. When folded, the center legs retract and the unit rolls smoothly on four 4" rubber casters.

Primary use for the tables is in school cafeterias that must be converted rapidly to classroom space after the noon meal.

SEATING, INC., Dept. KP, 6045 Pillsbury Ave., S., Minneapolis 19, Minn.

Projector Attachment SE-602

Projects Opaque Objects

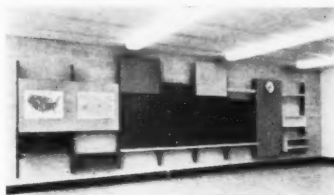
Viewlex presents the new Viewpaque attachment which transforms any Viewlex slide projector into an

opaque instrument Projector.

Viewpaque will project any object that can fit into the Viewpaque carrier: stamps, coins, charts, snapshots, drawings, newspapers, precious stones, flowers, songs.

VIEWLEX, INC., 35-01 Queens Boulevard, Long Island City 1, N. Y.

Live Classroom Walls SE-603 *Make Chalkboards, Tackboards, Shelving Completely Flexible*



Moduwall Livewall standards are designed to make chalkboard, tackboard, teachers' closets, and other equipment, formerly built in, now as movable as classroom seating. This unique device is so designed that materials usually permanently fastened to the walls can be readily removed and rearranged without repair alterations. The number and kind of wall hangings can be arranged differently in each classroom and then subsequently rearranged without the costly and time-consuming work usually associated with renovation of wall materials. The height of chalkboard, tackboard, and shelving can be adjusted to the size of the children using them.

The chalkboards, tackboards and other items are held firmly in place on the wall by a series of parallel uprights equipped with precision-built metal holders. The uprights are per-

manently installed in the classroom walls.

Suitable for both new construction and modernization of older schools.

MODUWALL, INC., 175 Fifth Ave., New York 10, N. Y.

One-Piece Radiator SE-604 *For Two-Way Heating*



A new Baseboard Panel Radiator has just been introduced by Shaw-Perkins Mfg. Co. These radiators, installed 3 to 4 inches above the floor (depending upon piping), permit an effective "flu-action" for all cooler air to enter the bottom of the radiator. The air is quickly warmed as it passes over the three full length vertical steel heating plates in each section (bonded to the twin copper heating coils) and emitted into the room through the grille openings, thus blanketing the cold floor with Air-e-Ated Radiant Heat for controlled thermal comfort.

The radiator is 3" wide, 8" high and assembled in 2" sections from 2'5" to 72'7" lengths in opposite end supply and return tapping and 2'3" to 36'7" lengths in right or left end supply and return tapping to fit room piping connections.

SHAW-PERKINS MFG. CO., 201 E. Carson St., Pittsburgh 19, Pa.

(Continued on page 152)

Power Tool Workshop

SE-605

Features Single Motor Operation

The new Duro Master Power Tool Workshop features a unique Motorizing Principle. The heart of this new idea is a "quick-change" motor mount attachment which permits one motor to operate any number of full size tools with a change-over that takes just ten seconds.

The entire shop is composed of five "most used" power tools including an 8" Tilting Arbor Saw, 4½" Jointer, 15" Jig Saw, 14" Drill Press, and a 27" Gap Lathe. In addition to



the basic units, there are a number of optional units which can be added. Rugged wood top tool stands are also available.

DURO METAL PRODUCTS CO., 2651 N. Kildare Ave., Chicago 39, Ill.

Beat the Cost Of Big Volume Pick-Up With The New Super Adaptor Ring

SE-343



Above—Super Adaptor Ring. Below—Ring in place with head and filter assembly on 55 gal. drum.

The new Super Big Volume Adaptor Ring, just developed by Super engineers enables anyone to make an efficient unit for big volume wet and dry pick-up at a fraction of the cost of a 55 gallon wet and dry suction cleaner complete.

The Super Adaptor Ring consists of a metal ring fitted with a gasket, sealing the ring against air leakage. Spring clamps on the ring grip the Power Head and Filter Assembly of Super Model BP-1 suction cleaner when the ring is mounted on any standard 55 gallon drum. This provides a container of much greater capacity than the regular suction cleaner container.

The Super Adaptor Ring is sold in combination with the Super Model BP-1 head and filter assembly or separately to owners of a Super Model BP-1 suction cleaner.

This Super Big Volume Adaptor Ring meets an urgent need in many and various operations. It is especially required in

- Heavy duty bulky cleaning such as tubular boilers, big heating plants.
- Large volume wet and dry floor cleaning operations. Carpet and rug shampooing.
- Big volume transfer of liquids and materials from one container to another.
- Removal of flood debris from large interior areas.
- Standby insurance against emergencies requiring quick removal of big volume dry materials or liquids.

Ask your supplies dealer or write

NATIONAL SUPER SERVICE COMPANY, INC.
1947 N. 13th St. Toledo 2, Ohio

Sales and Service in Principal Cities

In Canada: Plant Maintenance
Equipment Co., Toronto, Montreal, Vancouver

"Once Over Does It"



SUPER SUCTION

SINCE 1911

"THE DRAFT HORSE OF POWER SUCTION CLEANERS"

Masonry Paint

SE-606

For Superior Weather Resistance

Rubber Base Masonry Paint with Goodyear Pliolite S-5 is particularly effective over such porous surfaces as cement and asbestos siding. It provides a durable film, thoroughly sealing and limiting the cracking and crumbling characteristic in extremely porous surfaces. The paint dries quickly to a water repellent, mildew-resistant finish of outstanding toughness and adhesion. It provides excellent resistance to checking, peeling, pitting, flaking and cracking.

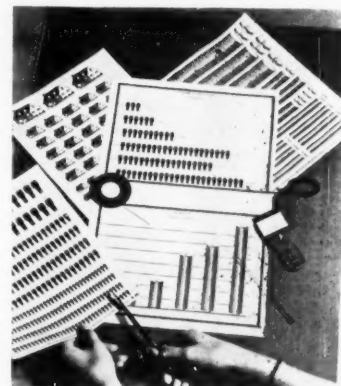
Suitable for application over stucco, asbestos shingles, brick, cinder blocks, cement blocks, concrete and plaster walls.

20TH CENTURY PAINT & VARNISH CORP., 456 Driggs Ave., Brooklyn 11, N. Y.

Pictographs

SE-607

For Professional-Looking Charts

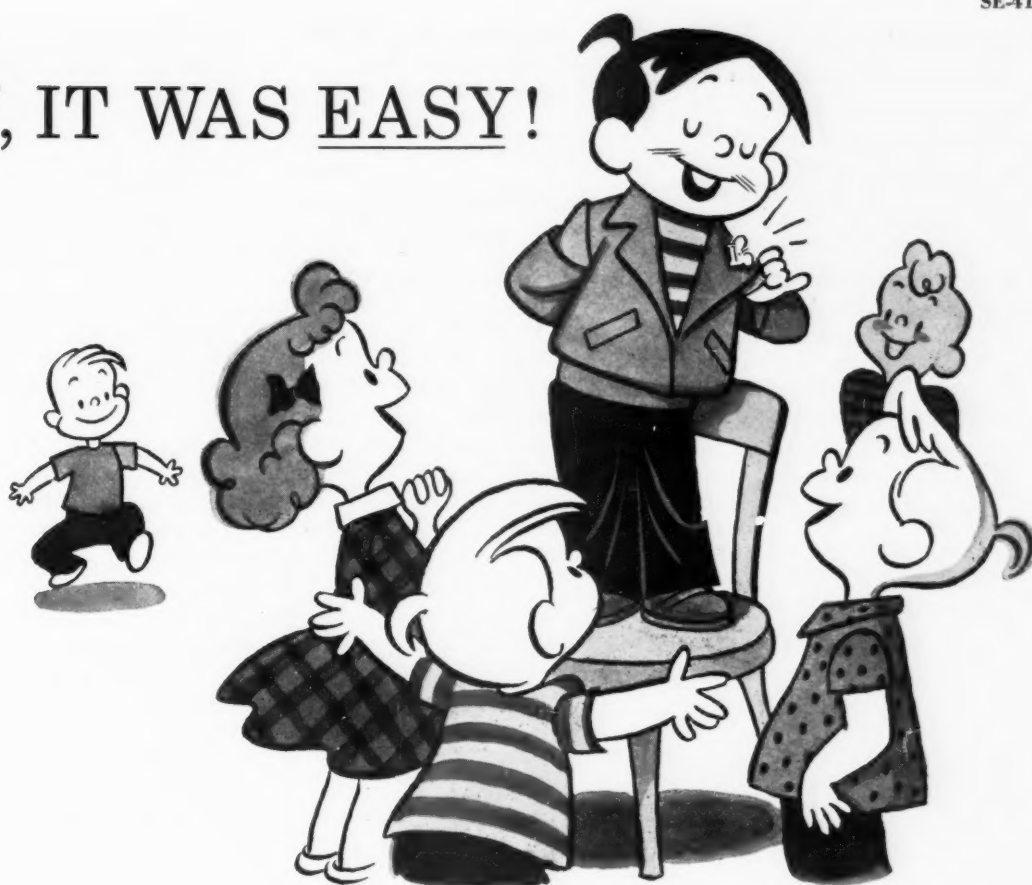


Picto-Paks enable anyone to make professional-looking graphic charts that put life into statistics. Picto-Paks are pictographs on sheets of pressure-sensitive paper. The 25 symbols depict men, women, coins, stacks of bills, power, machinery, construction, grain, etc.

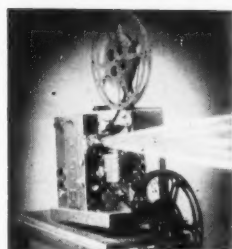
Each 8½" x 11" sheet contains 68 to 98 symbols of one design, in three sizes, 1¼", ¾", and ½" high. The symbols are easy to use for charts since they adhere readily to plastic sheets, cloth or paper, and can be reproduced by photocopy and offset.

CHART-PAK, INC., Stamford, Conn.

AW, IT WAS EASY!



Anybody can show *REAL* movies with the RCA "400"



JUNIOR'S RIGHT . . .
Confidence comes quickly to students and teachers who operate an RCA "400" 16mm Sound Projector. They've found they can trust it to put a *real* picture on the screen every time.

The "Thread-Easy" film path lets them get a show going in less than half a minute. And the RCA "400" mechanism and sound system (visual or

magnetic) need no pampering for perfect results.

RCA has a practical operator training program with membership cards and lapel buttons identifying qualified operators. Youngsters go for it in a big way. For information on this program and details of the complete RCA sound projector line, contact your RCA Audio-Visual Dealer or MAIL COUPON TODAY.



AUDIO-VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

ENGINEERING PRODUCTS DIVISION

CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal

Radio Corporation of America
Dept. I-29, Building 15-1
Camden, New Jersey

Please send me your free booklet, *RCA "400" Senior and Junior Sound Film Projectors*.

Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____

Film Conditioner SE-608

Cleans and Protects Film

Protect-O-Film #100 cleans and protects motion picture film or film-strips in just one operation. The new non-flammable film conditioner provides four-way film protection including a superior film lubricant which cuts frictional film wear drastically. Data obtained in tests indicates that film life can be extended as much as five times.

In addition to cleaning and lubricating the film, Protect-O-Film contains an anti-static agent which prevents the build-up of an electrical

charge responsible for attracting damaging dirt, dust, and lint.

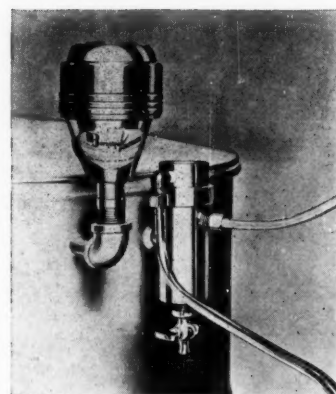
HARWALD Co., Evanston, Ill.

SE-609

Distilled Water Safeguard

Insures Purity

The Barnstead Ventgard now enables you to store distilled water in storage tanks and yet protect its high purity from airborne contamination. The Ventgard will not permit particles, dust, mist, bacteria etc., to enter the storage tank. In addition, the Ventgard also removes gaseous



impurities from the air.

This unit is available with fittings for installation on 12 gallon Pyrex Storage Tanks. It can also be supplied with seal and fittings for metal tanks.

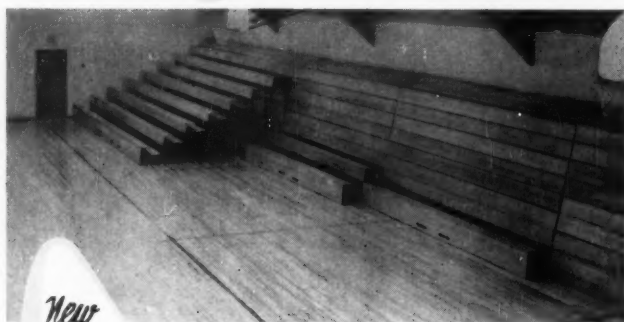
Under normal conditions, one Ventgard cartridge will last 60 days or until 1000 gallons of distilled water have been drawn from the tank.

BARNSTEAD STILL & STERILIZER Co., 146 Lanesville Terrace, Forest Hills, Boston, Mass.

SE-345

That...

feeling of
solid comfort



BERLIN EZ-A-WAY BLEACHERS

ONE ROW OR THE ENTIRE BLEACHERS
CAN BE EXTENDED FOR USE

It's the slight slope to the seatboard that makes for an easier sitting position, and that's why all spectators say BERLIN EZ-A-WAY BLEACHERS are comfortable bleachers... this in addition to the "stadium seat" feeling of solid comfort. Neat appearing, they make an installation that any school can be justly proud... easy to open and easy to close. As one school superintendent reports, "eleven and twelve year old boys can do the job easily... it's a simple operation."

BERLIN EZ-A-WAY BLEACHERS have no moving parts except the knife braces and the wheels... bleacher weight is distributed evenly by wheel spacings... once installed they require no maintenance to keep in operation.

Ask us NOW for the full story... see these new bleachers before you complete your seating plans for the year. Testimonial letters upon request.

BERLIN
SEATING
ENGINEERS

- New in Design.
- Built-in Safety never before realized in Mechanical Folding Bleachers.
- Sturdy and Rugged enough to withstand modern day usage.
- Satisfaction unconditionally guaranteed.
- The most desirable bleachers for indoor spectator seating on the market today.

BERLIN, WISCONSIN

Shower Head SE-610

Is Self-Cleaning



Speakman Co. announces its new S-2250 Model 3 Anystream Self-Cleaning Shower Head. This new "baby" size is equipped with an integral ball joint with a 1/2-inch I.P.S. female inlet. By turning the lever handle, the bather can select the spray desired—normal, needle, or flood.

In addition, the shower head is self-cleaning.

SPEAKMAN Co., 30th & Spruce Sts., Wilmington 99, Del.

Announcing
the new DICTAPHONE TIME-MASTER "5"
 now available for training
 on School Rental-at-Cost Plan

More business executives than ever before are turning to the Dictaphone TIME-MASTER dictating machine to double their capacity to get things done.

These new TIME-MASTER users have further increased the steadily mounting market for more Dictaphone-trained secretaries.

Prepare your students for top-paying positions by equipping your Business Education Department with the new revolutionary TIME-MASTER "5" electronic dictating and transcribing machines. When your students graduate as certified dictating machine transcriptionists, they are assured of immediate placement with progressive firms.

For complete information about Dictaphone School Rental-at-Cost Plan, the Business Practice Course and the new TIME-MASTER, simply write your nearest Dictaphone office or return the coupon below:



The Dictaphone TIME-MASTER "5," world's most versatile dictating machine—for your personal use, for your secretary, or as a combination recorder and transcriber. (Transcriber shown.)

DICTAPHONE[®]
 CORPORATION

This most popular of all dictating machines is *now available* for school use. Train your students in transcribing from the TIME-MASTER "5."

Dictaphone and TIME-MASTER are registered trade-marks of Dictaphone Corporation.

----- SEND IN THE COUPON NOW! -----

DICTAPHONE CORPORATION, Dept. SE-94
 420 Lexington Ave., N. Y. 17, N. Y.

I would like to have more information about the Dictaphone SCHOOL RENTAL-AT-COST PLAN and the Business Practice Course.

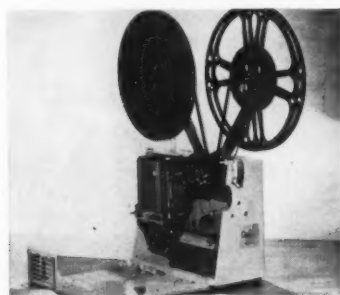
Your Name _____

School _____

Street Address _____

City & Zone _____ State _____

16mm Silent Unit SE-611 Prevents Film Damage



The Victor Silent 16 features 2000 foot reel capacity; rheostat speed

control; air-conditioned lamphouse; still picture device; lubrimate oil system; sapphire-tipped pawls and many other improvements. Standard equipment is the Victor Safety Zone which saves thousands of dollars in film damage. Safety Film Trips stop the projector instantly in case of a film emergency. Other features are finger-tip rewind, professional framing, and Instantilt.

The projector is cased in sturdy metal with scratch-resistant sage-green finish and satin chrome trim. VICTOR ANIMATOGRAPH CORP., Davenport, Iowa.

SE-347

STOP ATHLETE'S FOOT THE SANI-MIST WAY!



1. Step on
2. Mark time *That's all!*
3. Step off

Prevent the spread of Athlete's Foot fungi in your school's shower rooms with the most sanitary foot protective device yet developed.

The SANI-MISTER Spray Dispenser provides a cool, refreshing, full strength treatment for each user. SANI-MIST solution is individually dispensed from a sealed tank, preventing contamination or dilution by previously used solution or shower drippings. Students prefer this personal, inviting method to ordinary foot baths or foot pads.

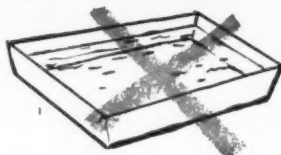
Laboratory tests show that SANI-MIST solution kills the principal fungi causing Athlete's Foot in less than 30 seconds. The SANI-MIST method costs only a few cents a day. For complete details, write TODAY!

SANI-MIST INC. Dept. E.
1724 Chestnut Street • Phila. 3, Pa.

Don't Spread It
the old fashioned way!

THE NEW SANITARY WAY

THE OLD WAY



SE-612 Roof Repair Materials In Convenient Package Units

Maintenance officials can now procure in convenient package units, all the materials and tools they need for roof maintenance. The Lexsuco G-C Package is for roof resurfacing and the Lexsuco G-P Package for repairing flashings, gutters, cracked or blistered felts and many other roof weakspots.

Lexsuco's idea of supplying roof maintenance materials and tools in package units simplifies purchasing and eliminates all guesswork in computing quantities of items needed for roof resurfacing or repair.

LEXSUCO, INC., 4815 Lexington Ave., Cleveland, Ohio.

Electric Scythe SE-613 Makes 10,000 Cuts Per Minute



The Model 134 Grass Trimmer is a lightweight, low-cost heavy duty trimmer. Fins on the trailing edges of the hardened steel blades create a powerful suction that draws the grass through the sides and an opening in the bottom of the guard into the path of the blade, making it possible to use its full 7" length and not just the ends. A jam-proof clutch permits the motor to keep running if the blade is accidentally stalled, preventing motor or switch burnouts.

All aluminum construction reduces total weight to 4 $\frac{7}{8}$ lbs. The handle, of aluminum tubing, is fully insulated with vinyl plastic.

PORTER-CABLE MACHINE CO., 42 Exchange St., Syracuse 8, N. Y.

(Continued on page 160)



End Hot Water Problems at Your School Cafeteria with New 2-Temperature Water Heater

One tank simultaneously supplies needed 180° water to dishwasher; 140° water to pot sinks, other faucets!

Get all the hot water—the *two kinds* of hot water—you need with this new Ruud-Monel two-temp Sanimaster. This self-contained water heater gives you an always-reliable, low-cost supply of *sanitizing* hot water at the automatic dishwasher; *regular* hot water at faucets.

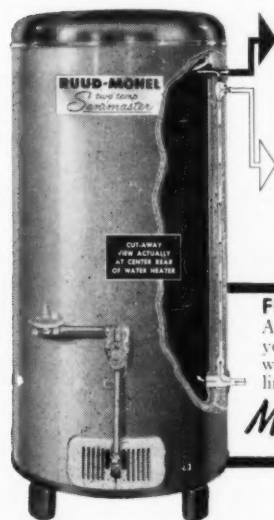
And Sanimaster provides both these needed temperatures from the *same tank* at the *same time!*

SOLID, RUST-PROOF MONEL—the high-nickel, lifetime metal

—**SAFELY HOLDS WATER AT 180°!** Will not rust, ever. Ruud-Monel Sanimaster, with its exclusive, long-life Monel tank, provides sparkling clear hot water for years and years.

A RUUD-MONEL SANIMASTER IS IDEAL FOR YOUR HOME EC DEPARTMENT, TOO!

Provides all the extra-hot water needed for clothes washers, dishwashers . . . plus all the regular hot water needed at faucets.



180° SANITIZING HOT WATER

is piped directly into the automatic dishwasher. Destroys bacteria . . . air-dries dishes, eliminating costly hand-toweling.

140° GENERAL-USE HOT WATER

is always on tap at the faucets. For sinks, lavatories, showers . . . wherever you need regular-temperature hot water.

FREE CONSULTANT SERVICE!

A Ruud specialist will gladly analyze your specific hot water problem. Or, we will send you literature on the complete line of Ruud water heaters.

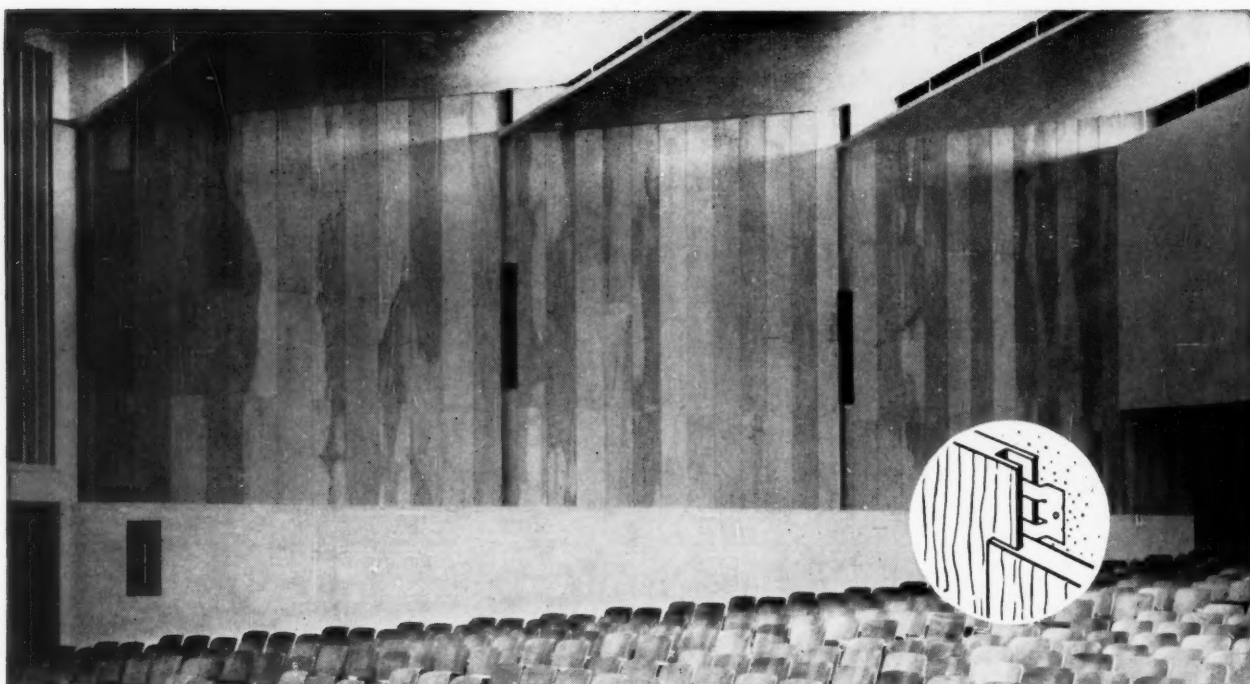
Mail this Coupon Today!

RUUD-MONEL *two temp* SANIMASTER

RUUD MANUFACTURING COMPANY,
C-23, 2934 Smallman Street, Pittsburgh 1, Pa.

- ☐ Please have a water heating specialist call on me.
☐ Send me complete Ruud water heater literature.

Name _____ Title _____
School _____
Street _____ City _____ State _____



BEAUTIFUL AUDITORIUM wall in Hillside School, Montclair, New Jersey uses birch Plankweld. Inset shows simple installation details. Metal clips secure panels to wall; edge-grooved panels overlap to hide clips. Plankweld comes pre-finished in five fine hardwoods.



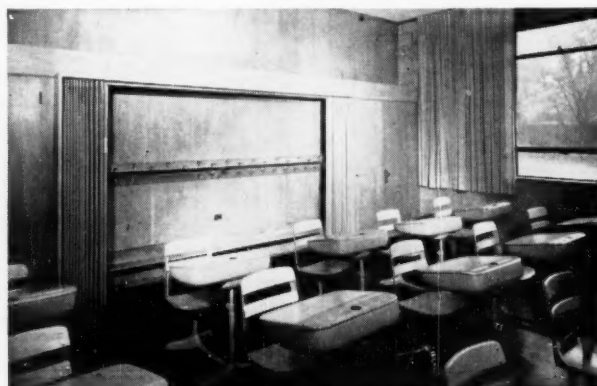
DURABLE Micarta in yellow and beige forms wainscoting in all-purpose room in Holmes School, Darien, Conn. Micarta's smooth surface is scratch-resistant, won't dent or chip, cleans with a damp cloth.



BEAUTIFULLY GRAINED red oak Weldwood forms 7-foot-high wall paneling in main entrance of Midland School, Rye, N. Y. And this permanent beauty is guaranteed for life!



GYMNASIUM walls are paneled with fine oak Plankweld in Hebrew Institute, White Plains, N. Y. Eight-foot panels are staggered to give interesting arrangement in 16'-high installation.



OAK WELDWOOD paneling in Transfiguration School, Tarrytown, N. Y., makes fine classroom background. Maintenance consists of occasional waxing. Weldwood combines beauty with unusual durability.

Beautiful Weldwood paneling costs less to install... eliminates redecoration...is guaranteed for life

The lovely patina of real wood creates a warm, non-institutional look for any room in the school. Weldwood plywood paneling offers this natural wood beauty *plus* economies unmatched by any other wall covering.

Weldwood is economical. Modern Weldwood production methods let you enjoy real wood paneling at a lower initial cost than ever before. Because Weldwood panels are so easy to handle, cost of installation is usually less than ordinary materials that lack the intrinsic beauty and glow of fine Weldwood. Completely *pre-finished* panels are available that eliminate all on-the-job finishing—once the panels are up, the job's done!

Low-cost remodeling. Standard size panels can be nailed quickly over furring strips; matching Weldwood Moldings hide nails, further assure quick and easy installation of entire walls. Or, panels can be cemented to furring without nails using new Weldwood Contact Cement. Face nailing and furring can be eliminated by using pre-finished 16 $\frac{1}{4}$ " x 8' Plankweld® panels that install *directly* over present walls with special clips.

No decorating problem. With Weldwood paneling, your painting and redecorating problems are over. Strike these periodic costs right out of the budget! Maintenance? Occasional waxing makes Weldwood paneling look as new and fresh as the day the school opened.

World's fine woods. When you use Weldwood you can choose from among the rarest and most beautiful woods in the world. U.S. Plywood regularly stocks curly white and red birch; bird's-eye, curly and select white rock maple; Korina®; American elm; plain and quartered sliced American and French walnut; prima vera; Philippine, Honduras and African mahogany; rotary red, plain sliced and rift sliced oak; and many others.

Available on special order are such exotic species as Brazilian rosewood, zebrawood, Golden Narra, satinwood, teak and English oak.

Fabulous guarantee. Weldwood plywood is *guaranteed for the life of the building in which it is installed!*

Send coupon for further details, or visit your lumber dealer or any of the 73 U.S. Plywood or U.S.-Mengel Plywoods showrooms located in principal cities.



Weldwood®

United States Plywood Corporation

WORLD'S LARGEST PLYWOOD ORGANIZATION

Weldwood Building, 55 West 44th Street, New York 36, N. Y.
and U.S.-Mengel Plywoods, Inc., Louisville, Kentucky



SPACIOUS dual-purpose auditorium and gymnasium has walls of $\frac{3}{4}$ " Korina Weldwood in YMHA, Mt. Vernon, N. Y. Special 16' panels were custom-matched by U.S. Plywood at Algoma, Wisconsin plant.



MUSIC ROOM in Hamilton School, Mt. Vernon, N. Y., makes use of birch Weldwood in horizontal panel treatment. Warm, light-toned birch is used extensively throughout school.



LOW-COST Novoply is used for corridor walls and all classroom paneling in the Unqua School, Massapequa, L. I. Good-looking Novoply is the most dimensionally stable wood panel ever made.

UNITED STATES PLYWOOD CORPORATION

Weldwood Building

55 West 44th Street, New York 36, New York

Please send me literature on Weldwood Plywood ☐

Novoply ☐ Micarta ☐

SE-9-54

Name.....

Position in school, school board or other.....

Address.....

City..... State.....

Typing Tester

SE-614

Pinpoints Student's Weaknesses

The Adler Typing Tester is an electrically operated mechanism built for the Adler Typewriter which shows the instructor exactly why a student is slow on a typewriter. Such weaknesses as imperfect finger rhythm, uncertainty about locating keys, finger weakness, excess time spent returning carriage, slow depression of space bar, etc., are shown on a tape which moves through the ma-



chine at a fixed rate of speed while the student is typing.

At the end of a paragraph or two,

the instructor places the tape on a specially designed ruler which shows the number of strokes per second and the time lapse between strokes. This enables the instructor to calculate quickly the speed of the typist and the tape itself reveals all of the typing weaknesses.

GRAMONT CORP., 2756 Rowena Ave., Los Angeles 39, Calif.

Toilet Seat Lifter

SE-615

Takes 3 Minutes to Install

The EZ Automatic Toilet Seat Lifter was designed to convert any standard open hinge type toilet seat into an Automatic lifter seat, keeping it dry and sanitary.

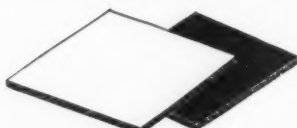
Anyone can install the device in 3 minutes. It also makes cleaning and proper maintenance easy and simple.

ASSOCIATED ENTERPRISES, 4086 Ocean Park Ave., Venice, Calif.

* 4 ROWLES CHALKBOARDS

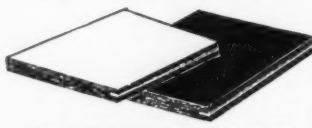


There's one to exactly meet your specifications.



ENDURARC CHALKBOARDS

The finest chalkboard you can buy! Rowles famous "Velvetone" Writing Surface securely baked to a strong rigid panel of 3/16" cement-asbestos base. Actually defies time and wear. Backed by a 10 year guarantee of perfect classroom service.



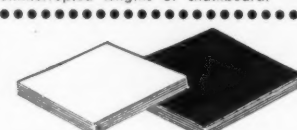
1/2" SUPER PERMASITE CHALKBOARDS

A strong chalkboard made of two sheets of hardboard laminated together to form a 7/16-inch thick panel. This smooth, extra-hard panel provides an excellent backing for the easy writing "Velvetone" Surface. Resists moisture and humidity. Adjoining panels furnished grooved to accommodate full length metal spline for installation of uninterrupted lengths of chalkboard.



1/4" PERMASITE CHALKBOARDS

Permasite has all the outstanding features of Super Permasite, but is 1/4" thick. A very dependable smooth writing surface that resists wear and cannot be dented or damaged in normal classroom use. Protected against moisture and humidity. Can be washed without damage to surface or backing.



DUROPLATE CHALKBOARDS

A proven chalkboard with an excellent writing surface at a minimum cost. Base of Duroplate is 5-ply wood fiber. Panels protected against moisture and humidity and can be used in any climate. Duroplate's "Velvetone" Writing Surface gives smooth easy writing with characters of high contrast. Easy to install. Can be washed without damage to surface or backing.

There's a Rowles Chalkboard to exactly fill your needs. Four famous chalkboards to choose from . . . in your choice of See-GREEN or conventional black. Ask for the new Rowles Chalkboard Catalog, today.

ROWLES
School Equipment

See your local
Rowles School Equipment Dealer, or
E. A. W. ROWLES COMPANY
ARLINGTON HEIGHTS, ILL.

Magazine Rack

SE-616

Keeps Copies Erect



Thirty or more full-size magazines can be conveniently and neatly displayed on a counter or table top in the new 10-P all-steel Magazine Rack.

Five double-width compartments of 10 pockets, each 13" wide, provide space for the maximum number of magazines, and keep copies erect and in full view for easy selection and replacement.

Despite its large capacity, the rack is compactly constructed and mounted on four rubber feet. It is 27 1/2" wide, 10 1/2" deep and 19" high.

HALVERSON SPECIALTY SALES,
1221 W. Chestnut St., Chicago 22, Ill.

(Continued on page 162)



This proved daylighting method opens new horizons for educators, architects and builders seeking to create the ideal environment for learning.

America's most advanced schoolroom



Twelve years of research at the Daylighting Laboratory, University of Michigan, made this "classroom of tomorrow" possible, today.

THE COMBINATION of Toplite Panels and Light-Directing Glass Block makes every previous concept of schoolroom planning, decoration and arrangement outdated. No longer is it necessary to confine close detail work to the area nearest the windows.

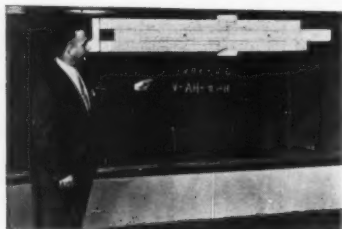
For example, in this experimental classroom the combination of Toplite Panels in the roof and Light-Directing Glass Block in side walls provides adequate natural illumination even on an overcast day.

The ideas perfected in this "classroom of tomorrow" are available to you, *today*. Write for the details. Address: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. SE-9, Box 1035, Toledo 1, Ohio.

GLASS BLOCK AND TOPLITE PANELS
TWO **Ⓢ** PRODUCTS

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

SE-617
Slide Rule Demonstrator
Facilitates Classroom Instruction



The slide rule demonstrator above

is a facsimile of the Versalog slide rule. In enlarged proportion to the actual slide rule, this demonstrator has clearly graduated scales and a prominent hairline on the indicator that is easily read.

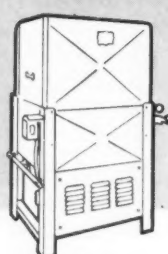
The demonstrator facilitates classroom instruction in every phase of slide rule operation from fundamental principles to the most complicated calculations.

FREDERICK POST CO., 3650 N. Avondale Ave., Chicago 18, Ill.

SE-356



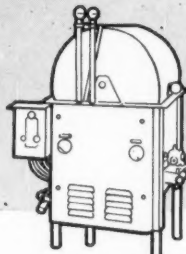
Cut Dishwashing Costs...



MODEL M



MODEL S



MODEL B

When you buy a dishwashing machine you can be sure of top performance and low operating cost if you select a Universal.

Universal offers you extra value in workmanship, advanced features and quality and only Universal can furnish all these extra cost saving improvements.

50% better and faster dishwashing with double action "swing wash." Dishes swing back and forth under power wash sprays. The constantly changing water pattern

doubly covers dishes from all angles. An exclusive Universal improvement.

Built-in 180° final rinse water Booster; gas, electric or steam heated. Saves installation cost.

Automatic Timed wash and rinse control units. Simple in construction. Positive in operation. Insure uniform results with less labor.

31 Models. Most complete line with most-wanted features. The best values in dishwashers today!

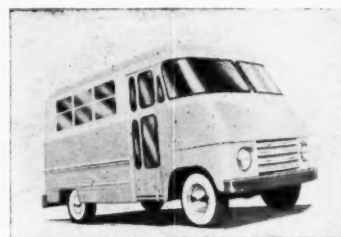
Write for
complete
catalog



57 WINDSOR PLACE, NUTLEY 10, NEW JERSEY

World's Largest Exclusive Producer of Commercial Type Dish, Glass and Silver Washing Machines

SE-618
Bus Body
For Small Group Transportation

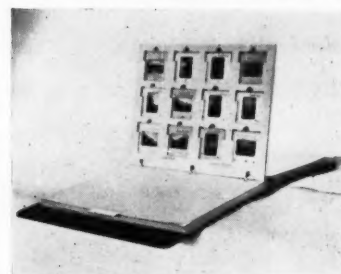


The Utility Bus-About in Models BA-10 and BA-12 is ideal for carrying groups of 15 to 20 persons over both short and long hauls. In 10 and 12 foot lengths, the bus has standard bus-type folding doors, standard city service seats, and standard bus windows. Wrap-around windshields not only add beauty and style but allow greater vision area, free from obstacles like door posts, etc.

Designed for years of heavy-duty service, the Utility Bus-About has been economically priced.

UTILITY TRUCK DISTRIBUTORS, INC., Union City, Ind.

SE-619
File Mounts
For 2 x 2 Kodachrome Slides



The Vue-File Mount provides an album for your slides and makes it easy to select the slide you want. Twelve slides are seen at a glance. The mounts fit into standard notebooks and have finger slits for quick removal. Re-filing is simple. The slides are quickly indexed by showing "Selection" on the mount.

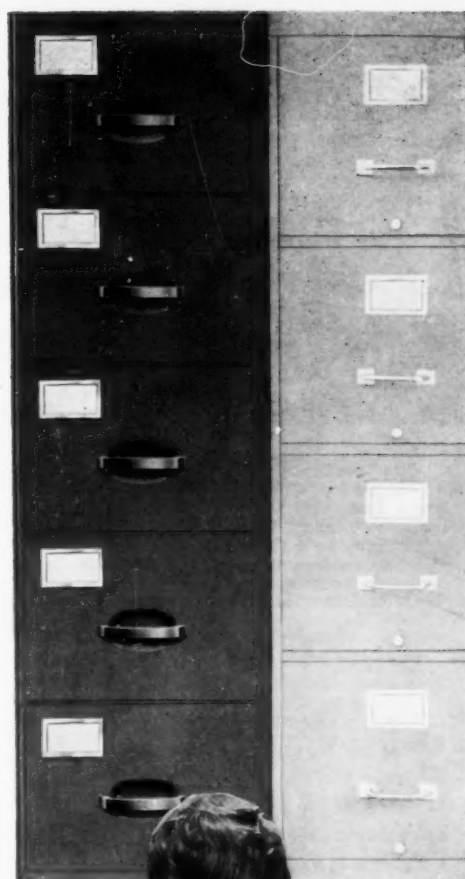
Normal indoor light reflects through the slide to make your choice quick and easy. Very economical.

BURKE & JAMES, INC., 321 S. Wabash Ave., Chicago 4, Ill.

(Continued on page 164)



any way
you look at it—
your school gets
more with
new **KOMPAKT**
—the file
with the
extra drawer



Now for the first time since the invention of the vertical file, you can have a desk-height file with 3 letter or legal-size drawers instead of 2... a counter-height file with 4 instead of 3 drawers... a 5-drawer file no higher than a 4-drawer unit... a 6-drawer file comparable to a 5-drawer. KOMPAKT can save up to 50% of your filing floor space... has smoother operation, more modern appearance and greater strength and durability! Write for free folder LBV692, Room 1943, 315 Fourth Avenue, New York 10, New York.

Remington Rand

Seat & Desk Unit SE-620

Chairs Feature Posture Design

Seats & Desks, Inc. announce a new line of classroom furniture, sturdy and handsome tubular desks with Safety-Type Wall-Saver posture design chairs. The desks are available with plastic, plywood, or solid wood tops and steel book boxes. The Safety-Type chairs are furnished with formed plywood seats and backs or solid wood seats and backs. Frames of desks and chairs are of bronze welded 18 gauge 1" O.D. tubular steel. The desks are also available with two-piece lifting lid

tops and inside pencil tray.

All sizes for kindergarten through college.

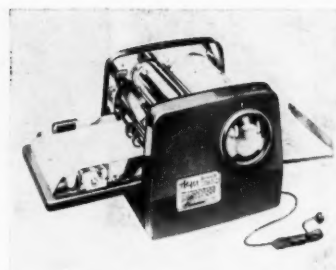
SEATS & DESKS, INC., 218 S. Wabash Ave., Chicago 4, Ill.

Duplicator

SE-621

Operates by Push-Button

Duplicating becomes a push-button automatic operation with the new Heyer '76 Electric Conqueror Spirit Duplicator. This model has all the important features of the non-electric Model 70 Conqueror,



including fluid control, raise-and-lower control, visible fluid supply, built-in reset counter, adjustable pressure control, and positive master clamp plus the new electric features.

Especially adaptable to systems duplicating, push-button control in combination with a locking device on feed mechanism offers one turn revolutions. You can hand-feed one sheet at a time, duplicating one sheet at a time.

THE HEYER CORP., 1850 S. Kostner Ave., Chicago, Ill.

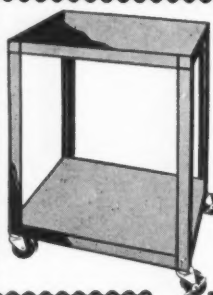
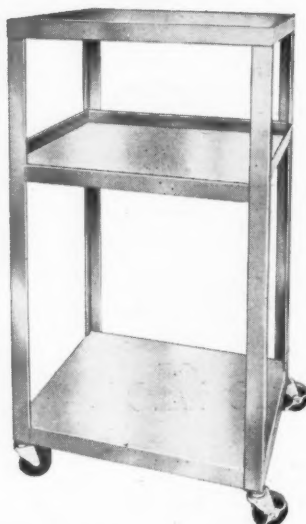
Stretch Your Visual Education Budget with Clapp's "Senior" Projection Table Makes Every Room a Portable Projection Booth

SE-359

Get more good use out of your visual-education equipment because it's so simple to move from room to room with a Clapp Roll-about Projector Table. Heavy, bulky equipment can be set up on this sturdy, all-steel table in advance, then rolled into hall or classroom on a moment's notice—with a minimum of distraction.

price **\$39.50**

- All-steel, welded table 42" high
- Rubber mat for top shelf
- All three shelves 18" x 22"
- 11" between top and second shelves
- 22" between second and lower shelves
- Metallic grey, baked enamel finish
- 3" soft rubber-tired casters with ball-bearing swivel on all casters.
- Sidebrakes on two casters to prevent rolling—even on inclined floors.



Clapp's Junior 26" Two-shelf Table

Designed for use with framed-model screens, this 26" model has the same sturdy, all-steel construction as the "Senior" Table. Lower shelf has extended channel for carrying framed-type screens.

- All steel, 26" high
- 2 shelves 18"x22"
- Grey baked enamel finish
- Shipped ready to use
- 3" rubber-tired casters with full ball-bearing swivel.

price **\$31.50**



Ask your dealer or write

W. D. CLAPP COMPANY

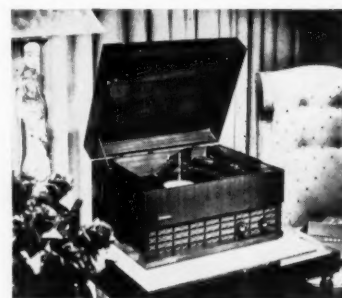
333 N. Michigan Ave.

Chicago 1, Illinois

Record Player

SE-622

In Manual and Automatic Models

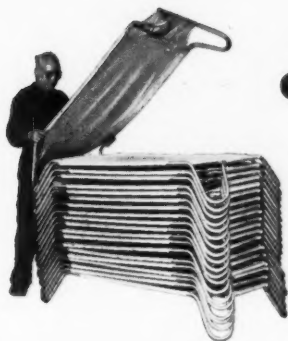


The Webster Musicales is a self-contained table model high fidelity phonograph especially well suited for use in school music appreciation classes. There is a manually operated version of the three-speaker high fidelity phonograph with the same variable reluctance pick-up, the same speaker system and the same 5-watt high-fidelity amplifier as the automatic models. This gives it ample undistorted output for classroom use and retains the Musicales's characteristic "three dimensional" sound effect that covers the full range of the human ear from 50 to 15,000 cycles.

WEBSTER-CHICAGO CORP., 5610 Bloomingdale Ave., Chicago, Ill.

(Continued on page 168)

SE-353



cots
that
stack

- Stack 30-high in floor space of one cot!
- Specially developed for schools.
- Duraluminum frame is unconditionally guaranteed.

What school officials say about this cot:

"... their use has greatly lessened the amount of colds suffered by our kindergarten pupils."

"... pupils are so much more comfortable on the cots than when they had to lie on the floor."

Write for catalog on the complete line of stacking chairs, tables, and desks.

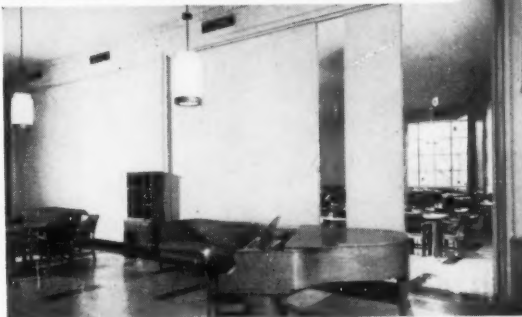


school interiors co. inc.

5 UNIVERSITY PLACE, NEW YORK • 316 N. MICHIGAN AVE., CHICAGO

SE-354

INCREASE ROOM FUNCTIONS



Abbott Hall, Northwestern University
James Gamble Rogers, Arch.

with *Fairhurst* **Unitfold®**
T.M. Reg.
FOLDING WALLS

This installation at Northwestern University illustrates the practical flexibility of space arrangement possible with a Unitfold Wall. Lounge and dining hall may be quickly separated by a rigid, sound-resistant wall that permits simultaneous use of each. For student dances or meetings the wall units fold out of the way to allow clear access between rooms. Used almost daily since 1938; no maintenance required. There is no need for expensive mechanical equipment with Unitfold—all installations are easily operated by one man regardless of size or number of units. Write us.

Photo above shows: center—units partially closed; right—units folded and stacked.

John T. Fairhurst Co., Inc.

45 West 45th Street

New York 36, N. Y.

SE-352

WHAT TO DO WITH THAT

DIRTY
FLOOR?



CLEAN IT THE **WHITE** WAY

GET SAVINGS GALORE!

Not only do you save on the original cost of your WHITE equipment — you also enjoy big savings in labor and material costs as a result of WHITE "engineered efficiency." See the complete WHITE line at your dealer's — you're sure to find the answer to your cleaning problems!

WHITE MOP WRINGER CO.

7 Mohawk Street

Fultonville, N. Y.

CANADIAN FACTORY: PARIS,

ONT., CANADA

MOPMASTER OUTFITS



This husky unit pays its own cost in a short time by savings on your cleaning compound costs. Capacities up to 17½ gallons.

Write for CATALOG No. 153

WHITEY MOPZUM SAYS:

It's RIGHT... if it's

WHITE



A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT

*from glass-walled classrooms to
drafty entryways, steamy kitchens, dank locker rooms . . .*

Solve all your heating- ventilating problems with Trane!

*"One source"—saves time,
simplifies maintenance, pinpoints
responsibility*

Your "school of the future" will present a multitude of heating-ventilating problems . . . and their solutions will influence the health, comfort and efficiency of students and teachers alike.

These heating-ventilating problems can be solved without the costliness of specially built equipment. From

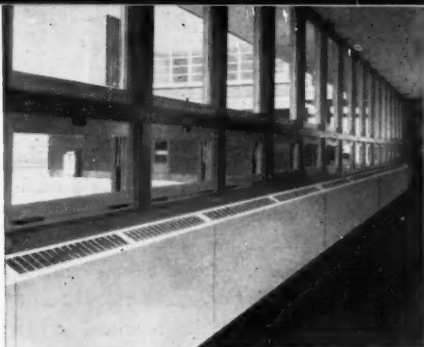
the complete TRANE Line you can select *standard* TRANE products, specifically engineered and sized to handle each job perfectly. All TRANE products are designed and matched for use together!

Buying from one reliable source saves time . . . simplifies installation and maintenance. Makes it easy to pin down responsibility. And, it makes possible a "packaged" price!

Make it a one-order job. School authorities should consult their architect, engineer or contractor, who in turn should contact their nearby TRANE Sales Office, or write TRANE, La Crosse, Wis.

In classrooms TRANE KB Unit Ventilators with revolutionary new kinetic barrier action stop drafts before they start by blanketing walls of glass with a *forced upward flow* of tempered air. Warmth and ventilation is distributed *evenly* throughout the entire classroom, eliminating cold corners and stale air spots all day long.

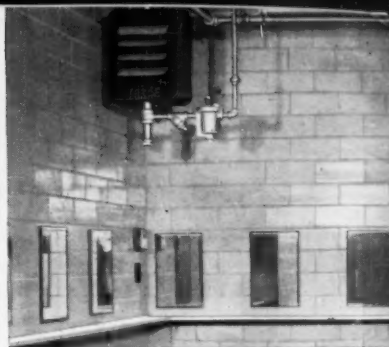




In hallways TRANE Wall Line Convectors bring draft-free heating to long wall and window runs, blend with beauty of modern buildings.



In gymnasiums TRANE Projection Heaters, tucked away high above occupied zones, force heat trapped by ceiling down to floor level.



In restrooms TRANE Model H Heaters put heat where you want it. Exclusive Diffusers let you control spread.



In locker rooms TRANE Torridors bring in fresh, warmed outside air, blend it with room air. Keep locker rooms from becoming offensive.



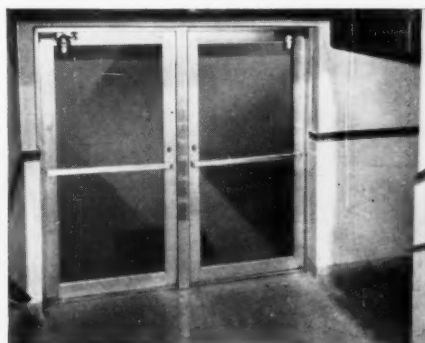
In offices, or wherever year-around air conditioning is desired, TRANE UniTrane units provide it. They heat or cool, ventilate, dehumidify, filter.



In auditoriums TRANE Volume Ventilators blend outdoor air with room air, warm and distribute it overhead.



In swimming pools TRANE Wall-Fin surrounds occupied area with warmth, prevents drafts. (TRANE Torridors add tempered ventilation.)



In entryways TRANE Force-Flo Heaters greet youngsters with warm welcome . . . blanket doors with heat to block cold air, stop drafts.



In stairways . . . and throughout the school, TRANE Convectors combine modern beauty and efficiency.

Specify TRANE all the way
for year-around comfort that never varies

one source
one responsibility

MANUFACTURING ENGINEERS OF AIR CONDITIONING,
HEATING, VENTILATING AND HEAT TRANSFER EQUIPMENT
The Trane Company, La Crosse, Wis. • East. Mfg. Div., Scranton, Penn.
Trane Co. of Canada, Ltd., Toronto • 90 U. S. and 15 Canadian Offices

16mm Projector SE-623

Designed for Heavy Duty Use

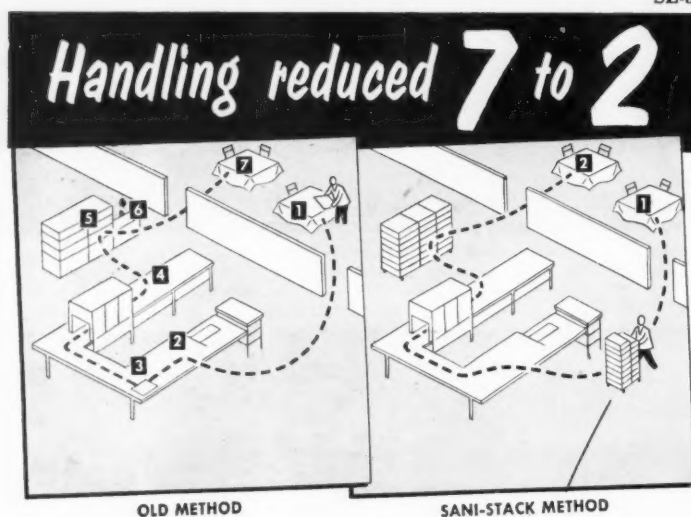
The commercial JAN 16mm sound motion picture projector has a life-span two to three times that of the average 16mm unit.

Although a portable, single case unit, its increased light output makes it suitable for auditorium use, as well as in classrooms. With a 1000-watt incandescent lamp, it throws 500 lumens of light on the screen compared



with 200 to 300 lumens for standard projectors.

SE-365



It's Done With *Sani-Stack*® Racks

With modern Sani-Stack method you eliminate five handlings of cups and glasses. That's more than 70% less handling with savings in breakage as high as 50%. It's easy to see why! Sani-Stack racks methodize your cup and glass handling, save space, cut costly breakage to a minimum. They're available in tinned wire and stainless steel. Also the famous Sani-Stack Imperial *plastisol* racks for cups, bowls, plates, etc. To get full information on how they can effect large savings for you write today for our free folder. No obligation, of course!



For more than 20 years sold through better restaurant equipment dealers everywhere

Metropolitan WIRE GOODS CORPORATION

70 Washington Street, Brooklyn 1, N. Y.

The unitized construction of the JAN reduces obsolescence to a minimum. Each of the major components—the sound head assembly, optical system, gear case and motor assembly—is designed and built as a self-contained unit, mounted on a mechanism plate. This construction also simplifies servicing.

BELL & HOWELL Co., 7100 McCormick Rd., Chicago 45, Ill.

Adjustable Table SE-624 Kindergarten Through Grade 12



The new No. 243 Adjustable Table provides a complete height range for pupils from kindergarten through the 12th grade. It is furnished with one size top only: 24" x 48". The top is offered only with the G-E Textolite surface. Available with or without the all-steel book compartments.

IRWIN SEATING Co., Grand Rapids, Mich.

Flat Paint SE-625

Dries Rapidly

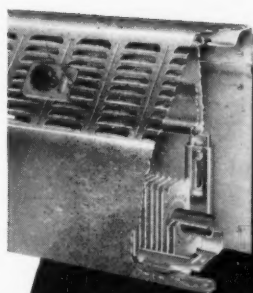
Dull-Fin Alkyd Flat is ideally suited for decorating walls and ceilings in schools where speed and low cost are important factors. The paint is formulated with a completely alkyd vehicle. It is rapid drying to allow quick occupancy of rooms. Further advantages include easy brushing, excellent covering and maximum hiding. Good washability and superior color retention are additional features.

In white only, packaged in one, two and five gallon cans.

F. O. PIERCE Co., 2-33 50 Ave., Long Island City, N. Y.

(Continued on page 172)

SE-362



KRITZER SLOPE TOP RADIANT BASEBOARD for SCHOOLS, HOSPITALS, INSTITUTIONS

- **CLEAN**, quiet, gentle warmth pervades large, hard-to-heat areas providing carefree comfort.
- **ECONOMICAL** because it is less costly to install and operates at the maximum efficiency.
- **MODERN DESIGN** will fit any decor and function as baseboard makes it unobtrusive.
- **DAMPER CONTROL**, an exclusive Kritzer feature, permits easy heat regulation.
- **BUILT TO LAST** in the most active class rooms or busiest institutions.
- **MATERIALS and WORKMANSHIP** of all Kritzer Products* are guaranteed. For further information write to Kritzer Radiant Coils, Inc., 2905 Lawrence Avenue, Chicago 25.

*Kritzer Baseboard Heating • Kritzer Fin-Pipe Coils

KRITZER Kritzer Radiant Panel Heating
"IF IT'S KRITZER,
IT'S RIGHT, SIR!"

SE-363

For INEXPENSIVE FLOOR UPKEEP

Hard-working Brillo solid-disc floor pad cleans the whole area it covers. All of the pad works—saves time... saves labor—saves money. Four grades are available for scouring, wet and dry cleaning, buffing and polishing. Sizes for all machines.

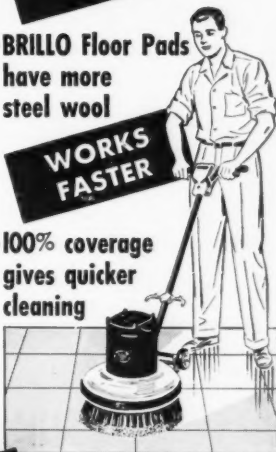
For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. S, 60 John St., Brooklyn 1, N.Y.

**COSTS
LESS**

...BRILLO Floor Pads
have more
steel wool

**WORKS
FASTER**

...100% coverage
gives quicker
cleaning



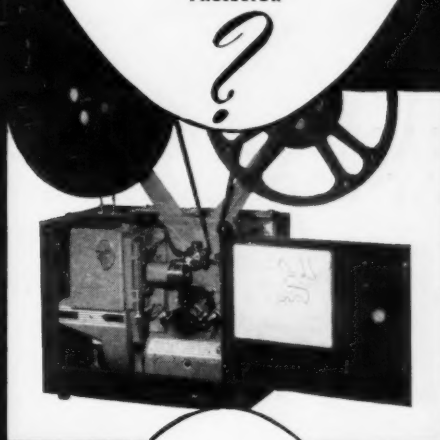
BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS



SE-361

WHY BUY THE NEW VICTOR

16mm SOUND MOTION PICTURE
PROJECTOR



Because of
VICTOR'S:

1

QUALITY

Superior Sound and Picture

2

EASY 1-2-3 OPERATION

3-Spot Threading

3

FILM SAFETY

Exclusive Safety Film Trips

4

TROUBLE-FREE PERFORMANCE

Lubrimatic Oil System

5

PORTABILITY AND MODEL SELECTION:

Classmate 4— for small audiences

Assembly 10— for medium-sized audiences

Sovereign 25— for large audiences



VICTOR
Animatograph Corporation

Dept. E-9 DAVENPORT, IOWA, U. S. A.

QUALITY MOTION PICTURE EQUIPMENT SINCE 1910

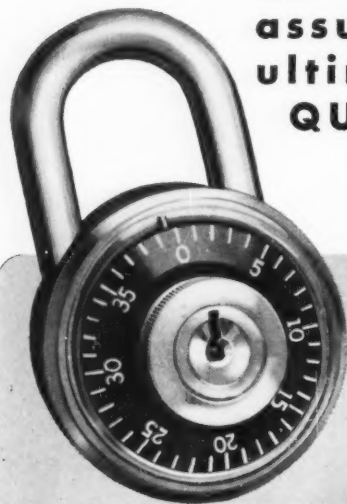
THESE SPOONS LOOK ALIKE... but what a difference in value



Only close inspection will show the difference between plated and sterling silver spoons. At first glance, both the genuine piece and its low-cost reproduction are comparable in appearance. With silver dinnerware the quality is unseen... *lasting* beauty and utility prove its value.

SHACKLE LOCKS, TOO, MAY LOOK ALIKE...

but only one
assures the
ultimate in
QUALITY



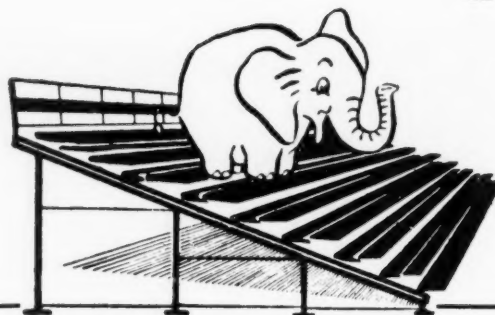
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MASTERKEYED

NATIONAL LOCK combination locks

Lasting serviceability is of primary importance in choosing silverware or combination locks. Heading the list of National Lock quality features are: chromium plated shackle, box, plug, cylinder and knob... brass working parts... 3-number dialing... self-locking feature... and double steel case. These are the reasons why National Lock shackle locks are far superior. These are the unseen reasons why National Lock provides more dependable security for a longer period of time. Write on your letterhead for a free sample lock. See it, test it... order it.



NATIONAL LOCK COMPANY
Rockford, Illinois • Lock Division



"With the Extra Margin of Safety"

PLAY IT SAFE...

BE ABSOLUTELY SURE!

REEVES

Steel Bleachers and Grandstands feature comfort... durability... economy... and above all safety! A Reeves installation will quickly pay for itself and then show you years of extra profits.

For full information write... wire or telephone

Reeves Steel, Inc.

205 N. 12th St.,
Tampa 2, Florida

Check these "SAFE-TEE" features

Tubular Welded
Rubber
Foot Caps
Won't Slide
All-Steel
Form-Fitting
Baked
Enamel Finish



Rounded
Seat Corners
Can't Upset
Can't
Collapse
Noiseless
Posture Back
Sturdy
Braces

Ionia

"SAFE-TEE" FOLDING CHAIRS



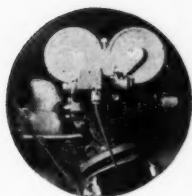
This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!

Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.



15 YEARS OF PROGRESS at Coronet Films

The phenomenal growth of Coronet Films has no parallel among producers of educational motion pictures. Fifteen years ago, the company made its first 16mm sound film for classroom use. Today, Coronet production teams have completed and released nearly 600 pedagogically superior motion pictures. Most of these have been produced during the past seven years and are of the highest technical and academic quality obtainable today.

At Coronet, each film is the result of painstaking research . . . collaboration with leading educators . . . careful production . . . meticulous editing . . . testing and revisions before release. Therefore, each completed film assures accuracy, reliability and planned effectiveness.

See for yourself why Coronet has set the standards by which all other instructional films are judged. Preview prints of these newest releases are now available. Request them today.

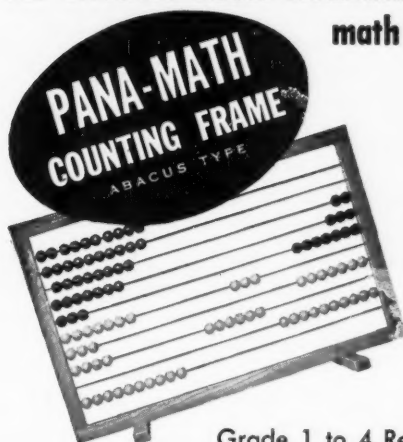
Jimmy Visits the City
Fun with Speech Sounds
Western Europe: An Introduction
Western Germany: The Land and the People
The Meaning of Conservation
The Calendar: Days, Weeks, Months
Life in Northern Lands—Norway
Scandinavian Lands: Norway, Sweden, Denmark
The Holy Land: Background for History and Religion

Coronet Films

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Coronet Building, Chicago 1, Ill.

For effective visual elementary math teaching

SE-377



SIZE 20" x 32"

Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern teaching aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Your teachers will appreciate Pana-math . . . highly commended by teachers, principals and boards (Pat. Pend. . . Reg. App. for)

- Time Teaching Clocks • Folding Easels • Stoves
- Sinks • Refrigerators • Ironing Boards
- Educational Toys • Jig-saw Puzzles • Peg Boards
- Drawing Boards • Playhouse Screens • Beads

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DAINTEE TOYS, INC.
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Send for "Manual
for Teaching with
Counting Frame"
by Dr. Irving Allen
Dodes.

SE-378

Automatic CLASSROOM SIGNALS at LOW COST

Montgomery PROGRAM TIMERS

- Stop button pushing!
- Assure punctuality!
- Cost little!



EASY TO INSTALL — EASY TO OPERATE

Montgomery Program Timers cost as little as \$86.25 and may be installed by your school electrician. Easily set to any schedule, fully automatic, but permit manual operation for special signals.

MONTGOMERY MFG. CO., OWENSVILLE, IND.

See
Your
Dealer
or
Mail
Coupon
Today!

Montgomery Mfg Co.	Owensville 5, Ind.
Please send data on Montgomery Program Clocks.	
Name	
School	
Address	
City &	
State	

Projection Stand SE-626

Conserves Space

The Economy Projection Stand has been designed for use in compact rooms and other situations where economy and space are factors.

This unit is a pedestal type and has a special storage slot which holds up to three film reels of 2M feet each capacity. Side hooks mounted on column, allows for cord storage. Its 39" height permits projections over a seated audience and the compact design and rugged 20 gauge steel



construction permits the unit to be moved about easily.

Also suitable for use as a lectern.

SMITH SYSTEM HEATING CO.,
AUDIO-VISUAL DIV., 212 Ontario St.,
Minneapolis 14, Minn.

Masonry Paint SE-627

For Exterior, Interior Use

A rubberized masonry paint for use on exterior surfaces or uncoated interior walls, Arcopel is a "breathing" decorative coating of unusual toughness and extremely high alkali resistance, available in nine beautiful colors and white. It may be applied to masonry not yet fully cured eliminating much of the waiting period. It repels moisture from the outside and allows vapor to escape from within.

THE ARCO CO., 7301 Bessemer Ave., Cleveland 27, Ohio.

Preferred by Schools Everywhere SE-368



... with the smoothest, most resilient surfaces available on outdoor play areas. Specify Laykold for tennis courts... non-abrasive Walk-Top for play areas. There are examples of each near you. We will gladly arrange an inspection trip.

Write for colored brochures, LAYKOLD TENNIS COURTS
and BITUMULS PLAYGROUNDS

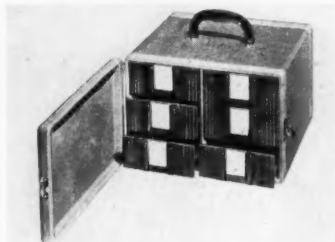
**AMERICAN
Bitumuls & Asphalt
COMPANY**

200 BUSH STREET, SAN FRANCISCO 4, CALIFORNIA

E. Providence 14, R. I. Perth Amboy, N. J. Baltimore 3, Md. Mobile, Ala. Columbus 15, Ohio
Tucson, Ariz. Seattle, Wash. Baton Rouge 2, La. St. Louis 17, Mo. Inglewood, Calif.
Oakland 1, Calif. Portland 7, Ore. Washington 5, D. C. San Juan 23, P. R.

Slide File SE-628

For 2 x 2 and Stereo Slides



The Compeco Customfiles are convenient, easily accessible, portable slide filing cabinets. The interchangeable drawers of one-piece molded construction, have been especially designed to facilitate quick locating and easy removal of slides.

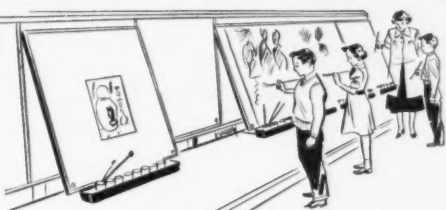
A large variety of files are available to meet the requirements of every possible type of slide library. There are Customfiles with 1, 2, 4 or 6 drawers handling from 100 2 x 2 glass mounted slides up to 1200 slides without glass. There is another complete line handling from 100 to 500 stereo slides. A special viewer-utility drawer is also available.

COMPECO CORP., 2251 W. St. Paul Ave., Chicago 47, Ill.

(Continued on page 176)

AUSTRAL Multi-Use Chalkboard Fixtures

- chalk board
- work board
- cork board
- art easel



The AUSTRAL REVERSIBLE MULTI-USE Chalkboard and Corkboard Fixture, as illustrated, is a versatile unit which increases the functions of all classrooms without requiring additional wall space.

Every writing surface panel is reversible with the other side a cork bulletin board. Also, each unit easily becomes an art easel, work board or a display shelf.

Various colored chalkboards and corkboards provide color harmony with modern classroom color schemes.

Write for complete descriptive literature.

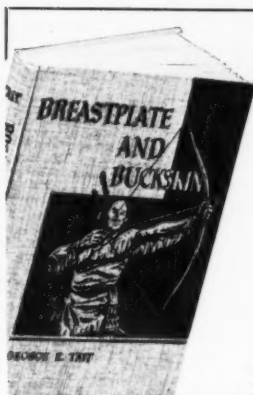
Other fine products of Austral, manufacturers of quality school building specialties for over forty years—Windows, Wardrobes, Reverse-All Units, Steel Chalkboards.

AUSTRAL

PRODUCTS CORPORATION

EXECUTIVE OFFICES: 225 Broadway, New York 7, N. Y.

SE-384



New Story Approach to Social Studies

BREASTPLATE and BUCKSKIN

CONVERSATIONAL STYLE...
GENUINELY INTERESTING...
EXCITING... DRAMATIC

Exploration in the Western Hemisphere from 1400 to 1950 for grades 6-7. There's an undercurrent of EXCITEMENT, and the young reader senses the DRAMATIC STORY of the Westward movement—ADVENTURE all the way! Ponce de Leon . . . Cortes . . . Cartier . . . LaSalle . . . Hudson . . . DuLhut . . . the Nor' Westers . . . Bering . . . Mackenzie . . . Sir Francis Drake . . . the California Gold Rushers . . . the Pilgrim Fathers . . . many, many others—each story brief, yet accurate and complete.

MANY WORKING AIDS—Handsomely illustrated with many drawings and maps in colors. "THINGS TO DO" section consists of related questions and projects. TIME CHART shows relation between explorations.

235 pages . . . probably October publication . . . \$2.24. EXAMINE A COPY . . . SEE FOR YOURSELF!

HOMEMAKING FOR TEEN-AGERS

McDermott and Nicholas \$2.96

INDUSTRIAL ARTS WOODWORKING

Foerster \$2.88

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Nicholas et al \$3.20

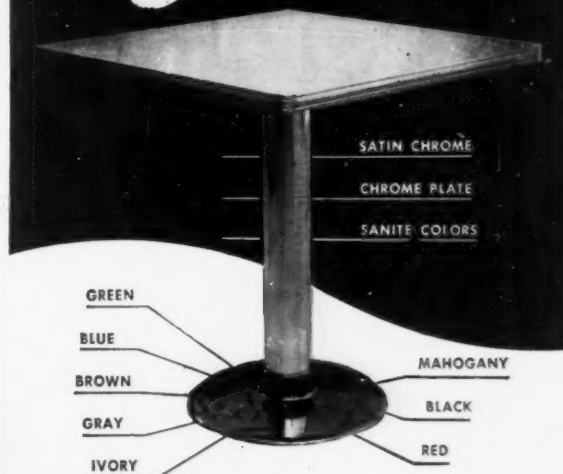
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CHAS. A. BENNETT CO., Inc. 8504 Durac Bldg., Peoria, Ill.

modern interiors call for

Color!



SATIN CHROME

CHROME PLATE

SANITE COLORS

GREEN

BLUE

BROWN

GRAY

IVORY

MAHOGANY

BLACK

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New "CHF" 939-254 table with chrome column, porcelain enamel base

Porcelain Enamel makes it practical!

You have a wide choice of colors in "CHF" tables and stools to harmonize with interiors . . . add a distinctive touch that's pleasing to customers. Porcelain enamel and new Sanite finishes resist marring and scratching. They're glistening smooth and easy to maintain. "CHF" cast construction assures a lifetime of service!

NEW! Stool Bases For Mounting Tables to Floor!

No chance for tables to tip over with bases mounted permanently to floor. Maximum foot and leg room is provided. Floor maintenance is easier. Bases are easily installed with "CHF" floor attachments and table top spiders.



402-254 "T" Table Bases, Pomeroy's, Inc. Reading, Penna. "T" bases can be used for either booths or center tables.



Write for Color Brochures

Showing Complete "CHF" Line of Stool and Tables

DISTRIBUTORS IN ALL PRINCIPAL CITIES

THE CHICAGO HARDWARE FOUNDRY CO.

"Dependable Since 1897"

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School Executives Grade NEWCOMB

MODEL R-16
3-SPEED
TRANSCRIPTION
PLAYER

Only Newcomb gives you
"FLOATING SOUND!"



Get Newcomb's
High Quality
at Low Cost
... Model R-16
Transcription Player
and P.A. System. Powerful 5 watt
straight A.C. amplifier, efficient 10" Alnico 5
dynamic loudspeaker. Plays all records
up to 17 1/4". Doubles as P.A. system.

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Portable?	COMPLETELY! Easily carried by your tiniest instructor. Model R-16 weighs only 22 pounds.	A+
Rugged?	YES! Built to withstand rough school use. The big Newcomb speakers are protected by metal grille, the corners of the sturdy carrying case are guarded by metal.	A+
Versatile?	YES! Model R-16 plays all records—33 1/3, 45 and 78 RPM—up to 17 1/4". Use it, too, as public address system by attaching Newcomb-Shure Model CR-11 microphone.	A+
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COMMENTS:	<i>Fine performance in Schools throughout the Nation!</i> Mail coupon below today for complete information on entire line of Newcomb school equipment, including the exclusive variable-speed TR SERIES.	A+



Listen ... and you'll hear something wonderful ...

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SOUND LEADERSHIP SINCE 1937

SCHOOL PHONOGRAPHS * HIGH FIDELITY AMPLIFIERS
& TUNERS * COMMERCIAL SOUND SYSTEMS * MOBILE &
PORTABLE PUBLIC ADDRESS SYSTEMS



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FOR FREE
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Please send me:

☐ Illustrated free catalog, giving full details on
Newcomb school phonographs and transcription players.

☐ Name of my nearest Newcomb distributor.

NAME _____

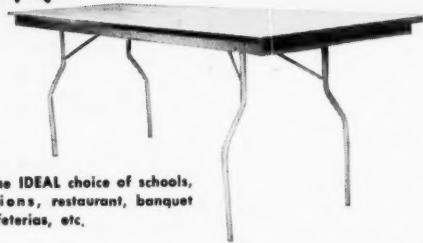
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They're the **IDEAL** choice of schools,
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You'll find **ALL** the things you want in
IDEAL UTILITY FOLDING TABLES.
Curved legs of tubular steel are designed to
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Positive locking device consisting of two
aluminum locks with automatic latches as-
sures against collapse. When folded, tables
are only 3" thick. They're **IDEAL UTILITY**
FOLDING TABLES.



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SE-390



faster, easier, perception
of the writing task

Natural Slate

WISEST CHOICE IN CHALKBOARDS

Only Natural Slate gives you all
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500 Million Years in the Making ... Natural Slate



It's the *CLICK* that counts



For quickest and easiest operation, plus economy, security and durability — it's the Gouglar Keyless Lock. In the dark or in the light, just Count the Clicks — presto, it's open.

Available with or without Master Key

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THIS IS IT...

Naden ELECTRIC SCOREBOARDS

Illustrated below is the Naden No. N-400-D with Dial Timer and "Instant Vue" numerals.

Naden makes a fully guaranteed, simple to operate, easy to maintain scoreboard for every need. Write for *Free* Catalog No. 22 — Football; No. 23 — Basketball; No. 25 — Baseball.



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DOUBLE DUTY



... at DESKSIDE

Most of us take a waste basket for granted. It's where it is, simply to do a necessary job.

But a waste basket is *also* a piece of furniture. And as such, it must be attractive and durable, just as any chair, desk or fixture in office or classroom.

VUL-COT® waste baskets are eye-pleasing—and they're built to take the worst kind of punishment. These hard vulcanized fibre baskets won't chip, split, splinter, rust or corrode, can't be dented. Standard colors—maroon-brown or olive-green—are blended into the fibre... they will not chip, wear off, or mar furniture or clothing. Double-rolled tops remain smooth and round for life of baskets. Bonded seam construction adds strength. Small wonder every VUL-COT is backed up by a five-year guarantee!

VUL-COTS are light in weight, noiseless, easy to clean and handle. You can get them in a wide variety of models and sizes at stationers and school supply houses everywhere. Or write for catalog price sheet. Dept. T-9.



NATIONAL
VULCANIZED FIBRE CO.

WILMINGTON 99, DELAWARE

Institutional Door SE-629 Especially Suitable for Schools

A new institutional door combines the economy and lightness of the hollow core door with the heavy blocking necessary to accommodate institutional hardware.

The top and bottom rails are 10" wide, ample width for mounting door closers, kick plates, etc. An extra center cross rail and two 40" lock blocks furnish space for installing

panic bars, large locksets and heavy door pulls. The doors are reversible top to bottom and left to right, eliminating hanging errors.

GENERAL PLYWOOD CORP., Louisville, Ky.

Portable Bleacher SE-630 In Package Unit

A low-cost packaged portable Bleacher unit is now offered by



American-Universal. A basic five-row unit seats 50, is easily erected of prefabricated, welded steel panels and braces; it can be combined with similar units to effect 10 and 15 row installations.

These bleachers are furnished as a complete package including prefabricated welded steel panels and braces, and foot and seat boards. All steel components are finished in baked enamel or galvanized, boards are spar-varnished and bolts and nuts electro-galvanized for the best protection under all weather conditions.

UNIVERSAL MFG. CORP., Zelienople 7, Pa.

Tachistoscopic Training that is **ECONOMICAL**

You get *lowest cost per projection*, when you are using the tachistoscopic service that's based on years of research by leading educators.



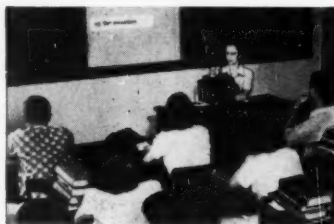
Tachistoslides from Basic Forms series.



Hand Screener in use, blocking off part of half-circle.

SE-374

Teacher faces the class—watches the response of each student, while knowing at all times what is being shown.



A Keystone Tachistoslides®—that serves many years without deterioration—has as many as 40 exposures. And this number is multiplied many times by use of the Keystone Hand Screener.

You can't afford to accept a tachistoscope as a *gift* if its projection cost is high. To make a real saving on equipment, buy for *low over-all cost*.

3,000 schools and colleges have found the

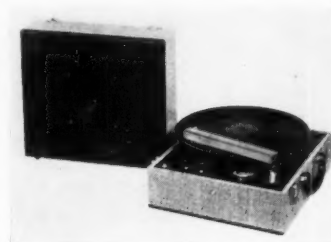
KEYSTONE Tachistoscopic Service

—Complete, Adaptable to all of their teaching needs, and *Economical* as well.

Write us for demonstration by an experienced Keystone representative. It costs you nothing, and does not obligate you.

KEYSTONE VIEW CO., Meadville, Penna. Since 1892—Producers of Superior Visual Aids.

Record Player SE-631 Ideal for Classrooms



The Picturephone Record Player, Model B-2A, plays all sizes and kinds of records with high fidelity. It has a 6" speaker, a detachable speaker, ample volume for 300 people, three speeds, nine-inch turntable, rugged pickup, volume and tone control and many other features.

At additional cost, this model can be supplied with public address facilities and a crystal microphone.

O. J. McCURE TALKING PICTURES, 1115 W. Washington Blvd., Chicago 7, Ill.

(Continued on page 180)

SE-401

Repair Weather Damage NOW



...before it's too late!

LET WESTERN WATERPROOFING COMPANY RENEW YOUR SCHOOL THIS YEAR

A "stitch in time" will save money...so restore your school to its original strength and beauty during 1954.

Western is the largest operator in its field. All work done under contract, fully insured and guaranteed.

Write for a consultation with our field engineer.

- TUCKPOINTING
 - BUILDING CLEANING
 - CONCRETE RESTORATION
 - SUB-SURFACE WATER PROTECTION
- (No Material For Sale)

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A Missouri Corporation And Its Affiliate
RESTORATION COMPANY
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NATIONWIDE SERVICE

SE-402

FOR LOW-COST FIELD SEATING



AMERICAN-UNIVERSAL "PORTABLE" BLEACHER

A COMPLETE "PACKAGE-UNIT"

Nothing else to buy. Ruggedly built of prefabricated, welded-steel panels—safety engineered—weather proofed for minimum maintenance. You need no expensive foundations, can easily install this American-Universal skid-mounted Bleacher with unskilled help. One complete package-unit—at lowest possible cost.



Basic 5-row unit seats 50.
Unlimited combinations for up
to 10 and 15-row installations.

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UNIVERSAL MANUFACTURING CORP.
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September, 1954

SE-400

Cut labor, repair costs with JUMBO



New KENT "Quiet Jumbo" vacuum cleaner has bypass motor... ideal for wet or dry pickup

Jumbo is new and different! Disposable paper filter bags eliminate messy emptying, cut down on labor time and costs. Jumbo has a capacity of $1\frac{1}{2}$ bushels of dirt or 9 gallons of water. Its unique Bypass 1 H.P. motor provides a separate air current for cooling... thus eliminating motor trouble and costly repairs due to moisture or dust in the vacuum stream.

6 JUMBO REASONS WHY JUMBO SHOULD BE YOUR CHOICE

- Bypass motor
- Wet or dry pickup
- Large capacity — 9 actual gallons
- Disposable filter bags
- Ball-bearing casters
- Saves its cost by cleaning boiler flue

Six other sizes of vacuum cleaners, complete line of floor machines. Send coupon today.

KENT

PIONEER IN MAINTENANCE
EQUIPMENT SINCE 1913

KENT CO., INC., 420 Canal St., Rome, New York

Please send full information on your new Jumbo Vacuum Cleaner and your other vacuums.

Firm Name.....

Your Name.....

Address.....

City..... State.....

177

indispensable for MODERN SCHOOL ADMINISTRATION



MODEL S124

Rauland LOW-COST Intercommunication System

2-Way Communication and Program Facilities

- For up to 48 classrooms
- Emergency "All-Call" feature
- Volume level indicator
- Remote microphone operation
- Facilities for external radio and/or phonograph

This compact system is designed for use where ideal low-cost two-way communication facilities are desired for the supervision of all school activities. Has facilities for up to 24 classrooms (with optional "add-on" base for a total of 48 rooms). Includes valuable "All-Call" feature. Announcements, speeches and other voice transmission can be made by microphone to any or all room speakers, as desired. Speech origination from any room to the central cabinet is also possible.

For added usefulness, the S124 System has provision for connecting external radio and/or phonograph, permitting the distribution of radio or recorded programs to room speakers, as desired. Completely housed in compact, attractive all-steel blue-gray cabinet suitable for table or desk installation. Write for complete description covering this sensibly-priced, quality-designed-and-built School System.

RAULAND-BORG CORPORATION

Rauland-Borg Corporation
3515-E West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems.
We have _____ classrooms.

Name _____ Title _____

School _____

Address _____

City _____ Zone _____ State _____

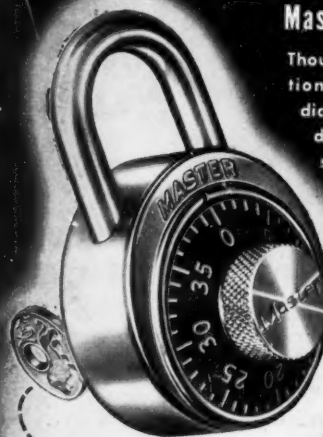
NEW! ... STAINLESS STEEL CASE

Master No. 1525

Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

Master No. 1500

Same as No. 1525, but without key-control.



KEY-CONTROLLED

School's master key opens every locker.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

Master Lock Company.

Milwaukee 45, Wis.

World's Leading Padlock Manufacturers

"Safe-Lock" PROJECT-O-STAND! is "TOPS" from ANY ANGLE!



Used world wide by Schools, Churches, Businesses, Governments.

- **ADJUSTABLE LEGS** for sloping floors and quick aiming
- **RAISES or LOWERS** to clear heads of audience
- **STRADDLES SEATS** where there is no center aisle
- **PORTABLE** folds compactly, weighs only 12 lbs.

"PROFESSIONAL" Model 203

An Amazing Value

at only **\$33.75** price list

OTHER IMPORTANT FEATURES ARE: —

1. Permanent-Mold Hi-Test Aluminum Casting.
2. Legs have SOLID STEEL TIPS — 100% rigid.
3. Large Leg Lock Knobs — Foolproof.
4. Top table and legs have TAN WRINKLE ENAMEL FINISH to suit any decor.
5. Large 1½" diameter high-tensile aluminum legs. Inner legs tarnish-proof anodized.

ORDER NOW

AMERICAN PRODUCTS CO., 3309 EDSON AVE., NEW YORK 69, N. Y.

here's a Power LEAF MILL

**that really
does a job!**



Based on an entirely new principle, the TURBO JET* Power Leaf Mill employs a high velocity stream of air to whisk up fallen leaves, grate them into a fine powdery chaff, and blow them back into the lawn for a valuable mulch. Discharge stream of air can be used as blower to pile leaves into windrows or move leaves to more accessible ground.

Turbo Jet GOES ANYWHERE—GETS LEAVES OUT OF IVY BEDS, FROM AROUND COPINGS, FENCES, SHRUBS—MANY "HARD-TO-REACH PLACES"

Light and simple to operate, *economical*, sturdily constructed. TURBO JET is the first *practical* solution to leaf raking! Write today for folder, name of nearest dealer.



THE TURBO JET MFG. CO.

**22 Bowman Terrace
CINCINNATI 29, OHIO** *Pat. Pend.

SE-414

BIRD DAMAGE IS COSTLY

ECONOMICAL

SAFE

Bur-Co Bird Repellent will pay for itself many times in labor saving and elimination of building repairs. It does not harm birds — they instinctively dislike a sticky substance. No chemical reaction on any building material. It will not harm humans. Each application properly applied will eliminate birds for one year.

POSITIVE

HUMANE

BURR CHEMICAL CO.
3329 AUBURN ROCKFORD, ILL.

Compare

✓ Every FEATURE

✓ Every SPECIFICATION

✓ Every PERFORMANCE Angle

You'll see it **COSTS LESS**

...to buy

AMERICAN

● You'll find *top quality* in every detail of the American DeLuxe—a time-and-labor-saving machine for polishing, scrubbing, buffing, steel wooling, disc sanding and grinding all kinds of floors! It's a working beauty—with precision-made parts... powerful special motor... bar-type safety switch... adjustable-angle handle, easily removed for carrying... motor and gear box air-cooled... brushes go on with a click of the switch, no tools needed... rugged construction... balanced for smooth performance, perfect control!

● All these quality features in American mean *faster, better* maintenance of floors... utmost dependability... minimum upkeep expense... long life! Let our qualified consultant in your area call and demonstrate how American DeLuxe can save time, labor and money for you on your floors. Of course, no obligation.



AMERICAN
Performance Proved **MACHINES**
Nation-Wide Service

The American Floor Surfacing Machine Co.
549 So. St. Clair St., Toledo 3, Ohio
Send latest catalog on the following:



☐ DeLuxe Maintenance ☐ ALM 13 Maintenance ☐ Water Pick-up ☐ Wet or Dry Vacuum ☐ Belt Sander ☐ Seals, Finishes

Name _____
Street _____
City _____ State _____

Flannel Board

SE-632

For Grade School Teaching

The "Teacher's Pet", designed specifically for the grade school teacher, is 18" x 30", constructed of Masonite, surfaced with the special C-Vue flannel, framed in double lacquered wood and supported by a strong, locking, metal easel.

The board has 3 point rubber suspension and will not scratch the desk or table. It can also be used in the chalk tray simply by folding the



easel out of the way.

In addition to the board, six sheets of fuzzy-backed symbol stock are furnished: four sheets have ani-

mated figures in color—ready to aid in teaching the concept of numbers, basic arithmetic, color recognition, etc.; and two sheets are blank for creating special symbols.

CHASE BAG CO., 1500 S. Delaware Ave., Philadelphia 47, Pa.

Popcorn Machine

SE-633

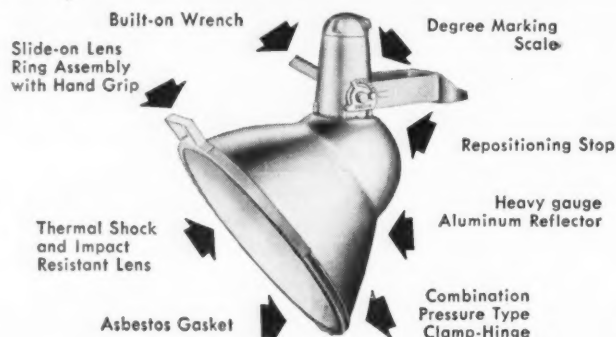
In Newly Designed Model

The new Cretors Popcorn Machine has a 16/18-oz. capacity steel kettle with replaceable heating elements and a new pedestal mount. An automatic push-button seasoning pump delivers just the right amount of oil to the kettle.

The elevator well has been enlarged to a total of four cubic feet in capacity, providing storage beneath the level of the popper case for the equivalent of 130 ten-cent boxes of popped corn. A filtered forced-air heat circulation system keeps the popped corn stored in the elevator well hot, fresh and crisp.

CRETORS CORP., P. O. Box 1329, Nashville, Tenn.

NEW FLOODLIGHT PROVIDES EFFICIENT LOWER COST SPORTS AREA LIGHTING



The new Steber "Sportsliter" combines more economy, more efficiency and greater durability and long life than ever before. Every quality feature necessary for the best sports area lighting is built in, yet the cost is surprisingly low!

Sportsliters are available in open and enclosed models for 750, 1000 and 1500 watt lamps. The heavy gauge aluminum reflector is finished in Anodal, an exclusive Steber electro-chemical treatment which gives the aluminum a hard, smooth, non-corrosive, weatherproof surface.

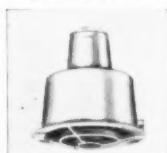
Bulletin 127-53 gives complete details and typical layouts for various sports activities. The Steber Engineering Department will be glad to furnish special lighting layouts if you will write giving size and type of area to be illuminated and light intensity desired. No obligation, of course.

New Steber Gymnasium Fixtures Maintain High Level Illumination

Steber fixtures use R-40 or R-52 reflector lamps to provide constant, efficient, economical illumination. Eliminating bulky reflectors cuts down maintenance and reduces the cost of the Steber units. When lamps are replaced, new reflecting surfaces are automatically installed. *Light output of the units will always be as efficient as the day your Steber Units are installed!*

STEBER MANUFACTURING CO.

Dept. 106,
Broadview (Maywood P. O.), Ill.
Sold through leading wholesalers



Flush Mounting



Pendant Mounting



Surface Mounting

STEBER

New Bulletin 137-53 gives you latest data on all Gym Fixtures. Write for your free copy today



Desk Moving Device

SE-634

Has Been Improved



The Scoot-A-Desk makes light work of moving desks and chairs from one place to another. This unit has been improved and has larger wheels and newly designed hub caps.

SPARTAN SCHOOL EQUIPMENT CO., Baroda, Mich.

(Continued on page 184)

THE IRWIN UNI-DESK

SE-420

The definite superiority of the IRWIN UNI-DESK exemplifies the comprehensive design and sound construction characteristic of the entire IRWIN line which includes seating for every school and auditorium requirement. To make your budget do maximum duty write for the IRWIN catalog, NOW.

No. 454



Irwin Seating Company GRAND RAPIDS MICHIGAN

ONLY THE IRWIN UNI-DESK PROVIDES ALL these IMPORTANT FEATURES—COMPARE	IRWIN UNI-DESK	DESK A	DESK B	DESK C	DESK D
ONE PIECE DESK TOP	X				
G-E TEXTOLITE DESK TOP	X				
ONE PIECE FORMED STEEL BOOK BOX	X	X	X		
OUTSIDE ROLL ON BOOK BOX EDGES	X				
CONVEX EMBOSING ON BOOK BOX BOTTOM	X				X
BOOK BOX AND CHAIR ADJUSTABLE FOR HEIGHT	X	X	X	X	
LONGITUDINAL FRAME ADJUSTMENT	X				
CRADLE-FORM SEAT	X	X			
90° SWIVEL SEAT	X	X	X	X	
AUTOMATIC SELF-LEVELING DEVICE	X				
HARDENED AND POLISHED RUBBER CUSHION GLIDES	X			X	X

SE-421

EVERYTHING IN ELECTRONICS
for the
FREE SCHOOL

1955 308-PAGE ALLIED RADIO-TV CATALOG

World's Largest Stocks of

- Radio-TV Training Kits
- Test Instruments & Kits
- Electronic Tubes & Parts
- Recorders & Accessories
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SPECIALISTS IN ELECTRONIC SUPPLY FOR SCHOOLS

ALLIED RADIO
100 N. Western Ave., Dept. 8-J-4
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Send for the Most Widely Used Electronic Supply Guide

ALLIED is the one complete, dependable school supply source for all radio and electronic needs. We specialize in equipment for training purposes. Use our 308-page 1955 Catalog as your complete buying guide to the world's largest selections of TV, Radio and Electronic equipment. Depend on our experts for time-saving, money-saving electronic supply service and personal help. Write today for the **FREE 1955 ALLIED Catalog**—your guide to everything in Electronics.

SE-422

FREE!
First Aid Film
"Help Wanted"

Including the new back-pressure, arm-lift method of artificial respiration

This up-to-date film contains all of the important information on basic principles of First Aid, and also demonstrates new artificial respiration method approved by the American Red Cross.

The only cost for this 34-minute 16-mm. sound film is return postage.

Johnson & Johnson

Education Department
Johnson & Johnson, New Brunswick, N. J.
Please send me information on the film "Help Wanted."

Name _____
Address _____
City _____ Zone _____ State _____

SE-426

SEND
COUPON BELOW

Cleaner schools mean healthier children . . . and that's where Spencer's powerful portable vacuum cleaners prove their worth. With Spencer's extra vacuum power, a janitor can clean a classroom thoroughly in 10 minutes . . . 12 rooms in two hours. Special Spencer tools for reaching high places, tops of pipes, mouldings, and for cleaning erasers, radiators, venetian blinds, etc., allow custodians to do a better job in much less time. Spencer's wet pick-up is especially valuable when accidents happen. To get all the dirt — all the time — with less effort for the operator, choose a Spencer.

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD
ADDRESS
DEPT. 55Please send me my copy of THE BEST WAY TO CLEAN
YOUR SCHOOL.

Name

Street & No.

City & State

BSP54

182

SE-424

Extra Income From School Events



PORTABLE POPCORN STAND

Just right for school use! Low cost, yet durable. Brings in extra profits from basketball games, school carnivals and other activities. Has plenty of storage space for boxes, seasoning, popped and unpopped corn. Equipped with 110 volt electric heating unit and 8 quart all-aluminum popper. Easily portable on semi-pneumatic rubber tires. Stainless steel and aluminum construction. Size: 36" x 18" x 36". Concession Supply Company offers a complete line of concession equipment, popcorn, boxes, etc., as supplied to the show industry for almost half a century. Write for catalog and prices.

CONCESSION SUPPLY CO.

3920 SECOR RD.

TOLEDO 13, OHIO

SE-425

REDUCE GROUNDS MAINTENANCE COSTS . . . Install

FEBCO
ELECTRIC AUTOMATIC
CONTROLS FOR LAWN
AND TURF WATERING

- NOW YOU CAN water at night when grounds are not in use!
- FEBCO AUTOMATIC ROBOT CONTROL SAVES water and grounds maintenance costs!
- FEBCO is adaptable to existing system by school maintenance man or sprinkler contractor!

The Los Angeles School
System Now Specifies
the use of
Automatic Sprinkler
Controls on All
New High School
Grounds . . .

Follow the trend—
Follow FEBCO.Write or Wire today
for full information.
FEBCO
INCORPORATED
1993 BLAKE AVE.
LOS ANGELES 39, CALIF.

AUTOMATIC IRRIGATION CONTROLS SINCE 1924

THE SCHOOL EXECUTIVE

SE-429

For Quality . . Service . . Value!

LAKE SIDE

Stainless Steel

CARTS and PANS



Put LAKE SIDE to work in your kitchen and cafeteria now! Carts are all-stainless steel . . . sturdily built for years of service . . . easy to handle, easy to clean. Pans are smooth, welded construction . . . make clearing tables an easy job.

Model 311 Cart (left) \$28.50	Model 111 Pan —14½x21x5" \$10.50
Model 322 Cart (right) \$35.00	Model 122 Pan —16½x24x5" \$12.50

FOB Milwaukee. See your jobber or write today.

LAKE SIDE MFG. INC.

1969 S. Allis St. Milwaukee 7, Wis.

SE-431

New Lower Prices!

AMERICAN SEATING

FOLDING CHAIRS

OUTLAST ALL OTHERS!

UNEQUALED FOR STRENGTH

Engineered like a bridge of triangular-steel tubing! The four reinforcing cross-braces are rugged steel bars, shouldered against the inside of the tube and securely riveted outside.

UNEQUALED FOR COMFORT

Even portly people relax and say "Ah-h-h!" as they sit back in the extra-wide, extra-deep seats of special body-fitting design, their shoulders welcomed by deep-drawn back panels.

UNEQUALED FOR SAFETY

There are no snagging, pinching, or soiling hazards, no sliding or binding parts to pinch fingers. 5-ply birch plywood seats are hot-press bonded; edges rounded, won't chip or feather in long use. Chair can't tip forward in use.

UNEQUALED FOR CONVENIENCE

These chairs fold quickly, quietly, compactly, and are silent in use as well. Long-life tread-rubber shoes won't come off in use, cannot injure finest floors; can't slip, slide or rattle.



LOWEST PER-YEAR COST!
OVER 10 MILLION IN USE!
OUTNUMBER ALL OTHERS
IN SCHOOL USE

3 POPULAR SEAT STYLES

No. 54—5-ply formed Birch Plywood, hot-press bonded to permanent body-fitting comfort-shape. **No. 53**—Shaped Steel for rugged outdoor or indoor use. **No. 56**—Imitation-leather Upholstered, highest quality material over cotton padding on plywood base.

ALL METAL PARTS corrosion-resistant Bonderized, followed by two coats of enamel—one coat dipped to insure internal coverage of tubes, eliminating rust and noise—an effect similar to automobile undercoater.

MAIL COUPON TODAY!

American Seating Company

DEPT. 14, GRAND RAPIDS 2, MICHIGAN

- ☐ Please send your latest brochure on AMERICAN SEATING FOLDING CHAIRS.
- ☐ I am interested in _____ (quantity)
- ☐ Birch seats. ☐ Steel seats. ☐ Upholstered seats.

Name or School _____

Street _____

City and Zone _____ State _____

Individual and title _____

HANDY STORAGE TRUCKS

Four styles, for general or under-stage use. Permit easy, fast, convenient storage. Swivel casters, removable handles, ample capacity.

Clamps for Sectional Grouping. Permit fastening chairs in sections of two, three, or four, one inch apart.

Steel Threshold. Available to lock chairs into position at ends of rows, 30" back to back, for three or more rows.

SAFE!
VERSATILE!
LOW IN COST!



BIL-JAX
MAINTENANCE
TRESTLE

... gives work platform of expanded metal at any elevation from one foot above floor on up. Gets to the hard-to-reach places inside or outdoors. Ball-bearing casters (locking type) make it easy to maneuver. Tubular steel; electrically welded. Patented. U. L. approved.

RENT OR BUY. Distributors in principal cities. Export Office: 80 Broad St., New York 4, N. Y. West Coast: 3928 San Fernando Rd., Glendale, Calif.

Write for Catalog. Address Dept. 0-9.

BIL-JAX INC.
Archbold, Ohio

SE-430

SINGLE

IN PAIRS

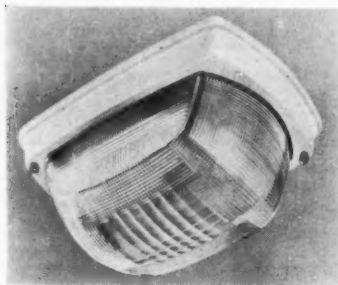
IN LINE

ON STAIRWAYS

Corridor Light

SE-635

Utilizes New Engineering Approach



The No. C-824 Corridor Lighting

Unit provides glare-free lighting so that corridor traffic areas will present the same high level, comfortable, safe illumination conditions standard in other interiors.

The new concept is achieved through a three-dimensional control redirecting useful light in all directions—up to the ceiling and across to the walls, as well as down to the floor. By taking full advantage of the reflections from these surfaces, the result is balanced illumination with high visibility.

HOLOPHANE CO., INC., 342 Madison Ave., New York 17, N. Y.

Political Maps

SE-636

In Seven Titles

The Geo. F. Cram Co., Inc., announces seven new physical-political maps. These are designed especially to aid students in the middle and upper grades in gaining an understanding of where and how people live.

Particular attention has been paid to the present day development of each country in relation to its physical features and the maps emphasize the dependence of man on his physical environment.

The series features Cram's Markable-Kleenable surface.

THE GEORGE F. CRAM CO., INC., School Dept., 730 E. Washington St., Indianapolis, Ind.

Butter Container

SE-637

Insulated for Better Storage



The Harlow C. Stahl Co. announces the addition of a new three-piece butter container to their line of commercial aluminum cookware.

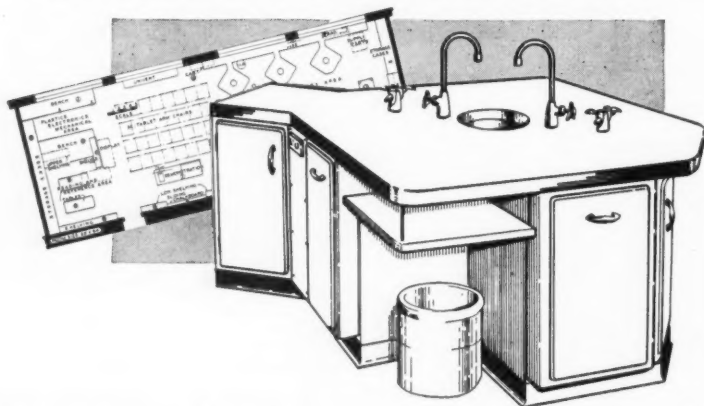
Made entirely of lightweight, heavy gauge aluminum, the unit consists of an outer container, inner container and lid. The outer container is of double-wall construction, insulated with a heavy layer of fiberglass. This insulated construction provides better storage and keeping qualities for butter service. The inside container is removable for overnight storage under refrigeration. The special flat lid is designed for easy stacking. All corners are rounded for easy cleaning.

HARLOW C. STAHL CO., 1375-79 E. Jefferson Ave., Detroit 7, Mich.

(Continued on page 188)

EXCITING NEWS IN SCIENCE EDUCATION

SE-386



For the past several years there have been increasing rumbles of a new direction in science teaching, which will open new vistas for a properly-trained teacher in a properly-planned room.

Sheldon has been keenly aware of this new trend. We have watched it in successful practice and thoroughly explored the program with expert proponents. In consultation with leading teachers and administrators, we have carried out our own research program aimed at a clear analysis of new needs in both furniture design and room planning.

The result is a thorough grasp of essentials which we can express in fundamental simplicity — basic furniture units and a basic room plan. Out of the elements of this basic room plan we are prepared to fill any requirements you have in new total-experience science rooms — or to increase the effectiveness of your present setup. We invite your questions.

Send for the new Sheldon brochure entitled: "Sheldon and the New Direction in Science Education" — for teachers, administrators and architects. It will inform about this important new development.

E. H. SHELDON EQUIPMENT CO.
MUSKEGON • MICHIGAN



EDUCATIONALLY.
CORRECT
FOR

HIGH-SCHOOL SCIENCE ROOMS, SHOPS, ARTS-AND-CRAFTS STUDIOS AND HOMEMAKING ROOMS

SE-433



Krueger Presents

**THE FIRST NEW CONCEPT
IN FOLDING CHAIR STRUCTURE**

**DURABLY BUILT TO
WITHSTAND THE MOST
GRUELLING CONDITIONS**

Krueger's ahead again . . . this time with two entirely new Y-type chairs — one of tubular steel, the other of channel steel. Both, boasting radically new structural methods and details that make them the finest, most durable and comfortable portable chairs ever offered.

**LOOK AT THESE ENGINEERED
FEATURES OF THE SERIES 80**

- 18-gauge electrically seam-welded tubular frames
- Pivotal point frame strengtheners
- 16-gauge tubular frame stretchers
- Large reinforced shaped seat—14½ x 15"
- Fully covered safety folding hinges
- Form fitting 8" deep backrest

CHAIRS TO MEET EVERY BUDGET

In addition to the tubular series 80 chair (illustrated) and the new Channel series 70, Krueger offers a wide range of chairs from which to choose. All, featuring exclusive structural details that assure complete satisfaction for many years after your investment has paid for itself.

**WRITE FOR NEW COMPLETE
LINE CATALOG**

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

SE-434



**For Staging that's . . .
VERSATILE, ECONOMICAL, DRAMATIC
Consult Pittsburgh**

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

**TRACK • LIGHTS
HARDWARE
RIGGING**

**CURTAINS
DRAPERIES
FLATS
DROPS**

Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium.

WRITE TODAY for free consultation or additional information.

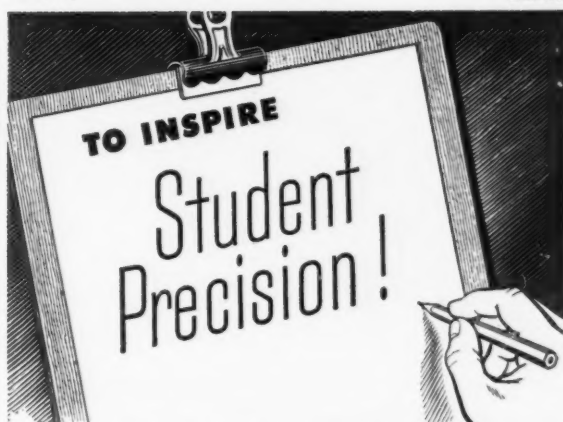
Pittsburgh Stage Inc.

2705 No. Charles St.

Dept. SE-9

Pittsburgh 14, Penna.

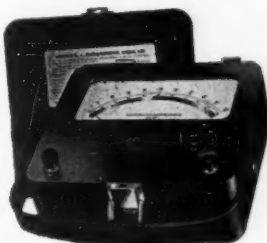
SE-435



Preferred by instructors because they inspire students to new achievements . . . WESTON instruments also are the choice of practical administrators because their ruggedness and year after year dependability make their cost remarkably low! Ask for bulletin listing all instruments.

**WESTON Electrical Instrument Corporation,
614 Frelinghuysen Avenue, Newark**

For Advanced Requirements MODEL 622



Ultra sensitive instruments of the double pivoted type requiring no leveling when used in horizontal position. Combine high accuracy and a 6.1 inch scale . . . ideal for precise measurements of potential and current at very low energy levels. Available as d-c voltmeters, millivoltmeters, milliammeters and microammeters; electrolysis volt-millivoltmeters and high resistance voltmeters—also as a-c rectifier type instruments and as thermocouple ammeters, milliammeters and voltmeters.

For Electrical Machinery Labs MODEL 633

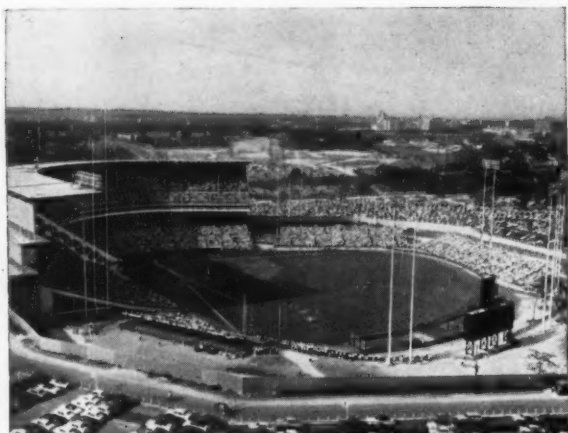
A clamp-on volt-ammeter built to Weston standards of safety, accuracy and dependability. Five full scale a-c current ranges of 1000/250/100/25/10 amperes with range overlap. Three self-contained a-c voltage ranges of 700/350/175 volts—insulated for 750 volts. Has convenient 6 position switch easily operated by thumb—adjustable pointer stop facilitates measuring starting current of motors.



WESTON



Instruments



Convertible Safway Bleachers at Milwaukee Stadium

NEW MILWAUKEE STADIUM AND ARENA MADE FLEXIBLE WITH SAFWAY BLEACHERS

**Portable Seats Permit Housing
a Variety of Sports and
Spectator Events**

National attention has been focused on Milwaukee's two new sports bowls—the outdoor "Stadium" (home of the record-shattering Braves baseball club) and the indoor "Arena."

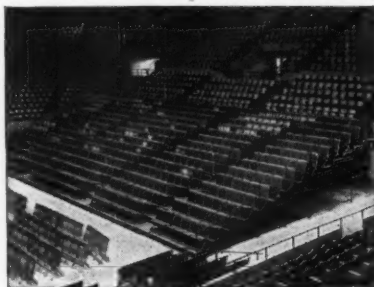
Both structures are made adaptable to different sports and other spectator events with a substantial number of Safway tubular steel bleacher seats. These portable seats can quickly be shifted to other locations for changing attractions.

For example, the Green Bay Packers pro football team played three games in the Stadium, with the Safway Bleachers swung in along one sideline. A summer ice skating show also appeared in the Stadium when the Braves were away from home.

The Arena is home for Milwaukee's pro basketball Hawks and hockey Chiefs. Boxing and wrestling cards, ice skating shows and many other events are also permitted with seats which can be moved as the occasion requires.

WRITE FOR BULLETIN

Learn how you can use Safway Steel Bleachers for permanent and portable seating. Write now for your free bulletin.



14 rows of portable steel Safway Grandstand seats at Milwaukee Arena can be placed at end of floor opposite to stage.



SAFWAY STEEL PRODUCTS
INCORPORATED
6230 West State St.
MILWAUKEE 13, WIS.
Manufacturers of Tubular Steel Scaffolding and Equipment



FOR

Small School

OR

Large School



a Joseph Goder Incinerator
means **EFFICIENCY . . . ECONOMY**



Typical of an installation for schools is the Joseph Goder 901-N Incinerator. A custom built incinerator with the famous "step grate" design that is capable of destroying 100 lbs. per hour of refuse. The 901-N Incinerator is available with a safe, completely automatic gas firing mechanism.



Learn more about Joseph Goder Incinerators . . .
Write for free catalog or consult the classified
pages of your telephone directory for nearby
representative.

JOSEPH GODER INCINERATORS
5121 N. Ravenswood Ave. • Chicago 40, Illinois

SPEED-UP dining Room Service



WITH *Nutting*
DISH TRUCKS

**Precision Construction for
Easy Running, Quiet Operation**

Fig. 990-CT. A light weight single hand truck for crowded quarters. Tray size 16" x 23½", 5" deep. Equipped with rubber hand grip and rubber bumper at opposite end. Smooth running rubber tired wheels and casters.

Fig. 912. 3 Shelf truck with sheet steel shelves 21" x 30", spaced 10½" apart. (Fig. 911, 2 shelves spaced 16" apart.) Can be used with or without trays. Shelves and tray either galvanized or of stainless steel and water-sealed, 19½" x 28¾" x 5" deep. Rubber tired wheels and casters.



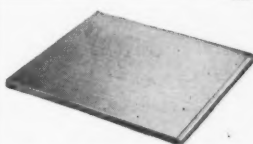
Many other Nutting models available.
Write for Bulletin No. 50-SH

SINCE
1891

Nutting **TRUCK AND CASTER CO.**
2605 WEST DIVISION ST., FARIBAULT, MINN.

MAYLINE

SE-448



METAL EDGE DRAWING BOARD

Mayline Products
are Unbeatable
for
Quality and Price

The prices on Mayline furniture and equipment will please you — and help your budget too!

Write for
School Catalog S-1.



C-7702 DRAFTING TABLE



C-7703-B DRAWING TABLE

Symbol of  Superiority

**MAYLINE
COMPANY**

609 No. Commerce St.
Sheboygan, Wis.

MAYLINE

SE-449

STRETCH
YOUR BUDGET...WISELY



You'll save with Empire of Clinton steel and plastic school furniture—not only in lower cost, but with the economy of quality.

EMPIRE
of Clinton
DEPENDABLE DURABLE

Here are Empire's No. 112 classroom and general purpose table — with a 1 1/4" Micatex plastic surfaced top, anodized aluminum edge, and automatic self-leveling glides. Available with book boxes. Chair is No. W-17 with posture saddle seat.

Write for catalog.

School Furniture Division
EMPIRE FURNITURE MFG. COMPANY
CLINTON • MASSACHUSETTS

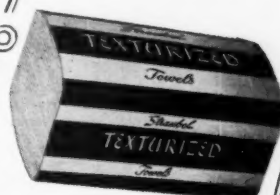
September, 1954

SE-450

you can't buy better **INSURANCE**



Straubel
ROLL TISSUE
and TOWELS—



**For student
health and sanitation in washrooms**

Your facilities are beyond criticism with these Straubel products — by sanitation standards and economy, both! Highly absorbent, strong-fibred, yet extra-soft tissues do not easily puncture . . . And, Straubel's exclusive "Convenience-Cut" roll dispenses but *two sheets at one time* — stopping waste and tissue littered floors. You'll save and satisfy with Straubel's hand towels, too, because *fewer* are needed for a perfect drying job. They come in 100% kraft, semi-kraft or manilla — white, natural or brown — priced to meet every school budget.

FIT ALL STANDARD FIXTURES . . . Don't be misled — no special cabinets are required for Straubel products. They are made in standard sizes and folds to fit all nationally known fixtures.



AND —



THREE LEAF Interfolded tissues are your wise choice for cabinet or recessed fixtures.

Straubel tissues and towels are sold thru merchants of paper products only. Write for dealer's name.

STRAUBEL PAPER CO. • GREEN BAY • WIS.

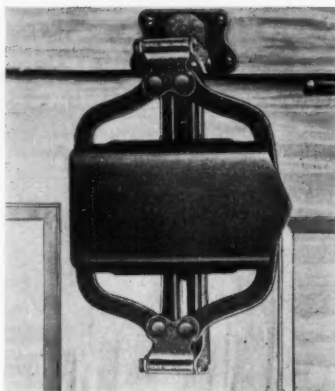
187

Door Check-Closer SE-638

Doors Close Smoothly, Quietly

Kant-Slam Door Check utilizes a unique toggle principle and simple construction to permit doors to close smoothly, silently and easily. Being self-contained, it is not fastened solidly to the door, thus allowing the door and hinges to be completely free of any strain or pressure—no more wear than closing the door by hand.

Kant-Slam holds doors open 15 degrees past right angles when wanted, without special adjustment, and

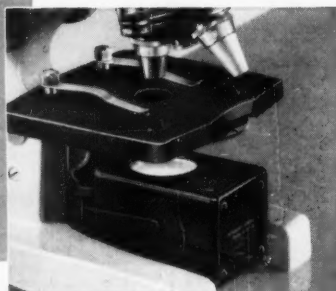


a finger touch closes the door auto-

SE-392



NEW!
LOW-BUDGET!
EASY-TO-USE!



Introducing

THE AO NO. 73 LABORATORY MICROSCOPE

Students Learn Quickly

Even the student who has never used a microscope will find only the briefest explanation necessary in order to operate the low-cost No. 73. With this new microscope, teachers can devote more time to actual subject-matter—less to operation instructions!

Single Adjustment

Here's the secret — a single coarse-fine adjustment, three times as responsive to the touch as a standard coarse adjustment. It's fast and *precise*! Other time saving features include: "Spring-loaded" focusing adjustment mechanism to protect slides from damage and a 5 aperture disc diaphragm that "clicks" into numerically-identified positions. Lower-positioned control knobs and stage, as well as overall lower instrument height, mean greater working comfort.

New Look

The No. 73's streamlined, uncluttered appearance will please the young student. Even the specially-designed 10X and 43X objectives, color-marked for easy identification, feature a new bullet-shape! Available with mirror or an attached substage illuminator.

Price

No. 73S Microscope, with 10X and 43X objectives, 10X eyepiece, just **\$109.00** ea. In lots of five or more, only **98.10** ea.

**American
Optical**

Instrument Division • Buffalo 15, New York

matically and silently. Only one size is needed, with three different sizes of springs available to cover a wide range from light, inside doors and gates to heavy, outside doors.

KANT-SLAM DOOR CHECK CO.,
Bloomfield, Ind.

Book Truck

SE-639

Has 5 Feet of Shelf Space

The Rol-Rack is ideal for school libraries where books and periodicals must be transported from one place to another. Heavy-duty, ball-bearing, all-swivel casters, with resilient rubber tires roll it smoothly.

This unit is constructed of 1 1/4" selected hardwoods. For extra strength and rigidity, the shelves are both doweled and bolted to the sides. Two finishes are available: Satin Walnut and Natural Lusterwood.

HEARTHIDE INDUSTRIES, 2 W. 45 St., New York 36, N. Y.

Convactor-Radiators SE-640

With Slide-In Front Panels

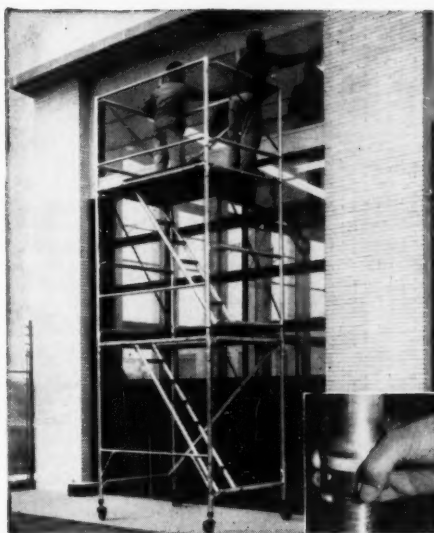


Feeders Type F, FE and FB Convactor-Radiators have new slide-in front panels which cut down installation time and present smooth surfaces without screws to mar the overall effect or chip the finish.

This slide-in feature eliminates drilling, hand fitting and driving screws in installing.

FEDDERS-QUIGAN CORP., Dept. NR,
Hancock & Lalor Sts., Trenton 7,
N. J.

(Continued on page 192)



"FOLD-A-WAY" Aluminum Scaffold, two sections high, speeds work on typical maintenance job. Inset: New type "built-in" Extension Leg gives safe, positive adjustments without lifting Scaffold. Two quick turns give 1" of adjustment.

FOR GREATER SAFETY...EFFICIENCY...ECONOMY



THE PATENT SCAFFOLDING CO., INC.

38-21 12th Street Dept. SE Long Island City 1, N. Y.
6931 Stanford Ave., Los Angeles 1, Calif.
Branches in all principal cities

This Aluminum Scaffold Opens Like A Book

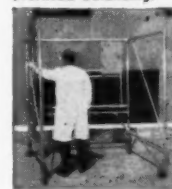
ONE OF THE MOST remarkable scaffolding developments of recent years is the "Fold-A-Way" Aluminum Scaffold, designed with a folding base section that one man can erect in less than 60 seconds. It is approved by Underwriters' Laboratories, Inc.

"Fold-A-Way" end frames swing open sideways (like the pages of a book) while the 7'-high base unit is in a standing position, making an easily-managed swing of about 90 degrees, while the operator stands inside base area.

Made of 61S-T6 aluminum alloy with 2" O.D. tubes for major members, the "Fold-A-Way" Scaffold features 5" aluminum, rubbertired caster wheels. New Extension Legs permit height adjustments up to 24". Base section dimensions are 4'6" x 6', and height is 7', including casters. Intermediate sections are 6' high, while the half section and folding guard rail section are each 42" high. Write for Bulletin ASF-1. *Trade Mark



Sections fold into a compact 6 1/2" package. Requires no skill or overhead balancing.



End frames swing outward like pages of a book. Entire base section is free standing during erection.



Workman is constantly within the base area of the scaffold. No loose parts.

ALUMINUM SECTIONAL LADDER SCAFFOLDS
Erected from ladder frames of three heights, these 24" wide Aluminum Ladder Scaffolds are available in spans of 6 ft., 8 ft., or 10 ft. Approved by UL.

SE-444



DETERGENT BRICKS AND KLENZADE BRICK FEEDER

Direct Visible Control

IMMACULATE MACHINE-WASHED DISHES

The ingredients in Klenzade Bricks are 100% active ... no moisture, no fillers ... no binders, no harsh caustics to corrode equipment. Tops in detergency. Simple, positive Klenzade Brick Feeder always works ... always in sight. No moving or electrical parts.

Get the Dollar-Saving Facts Now



KLENZADE PRODUCTS, INC.
BELOIT, WISCONSIN

SE-445

A New Teaching Tool . . .



especially effective in

- FOREIGN LANGUAGES
- DRAMATICS
- VOICE
- DANCING
- SHORTHAND

Repetition is one of the fundamental laws of learning. Also ideal for correcting speech impediments.

UNIVERSAL "300" AUDIO VENDOR

for use with all standard tape recorders.

Continuously and automatically repeats bits of knowledge or information requiring constant drilling. Holds tape lengths of 15 seconds to 15 minutes. New lessons, as recorded, automatically wipe off old lessons.

The integrated reel and magazine serves as a self container, thus units of study can be filed for future use. The magnetic tape cannot break or tear in ordinary use. Lasts a lifetime.

If your dealer can't supply you, order today, only \$18.50 prepaid, or write for free brochure and give your dealer's name.

Cousino, Inc.

2352 MADISON AVENUE

TOLEDO 2, OHIO

Thousands of Schools

use **AMERICAN STANDARD** man-sized wet-mops, sweep mops and applicators exclusively. Ordinary household types are too fragile in construction, too slow in use, too costly in labor.

SE-454



for both **ROUGH** and **smooth** floors

For years the **VICTORY** Wet Mop has been our biggest seller. Thousands of maintenance men use **VICTORY** wet mops exclusively! Heavy-duty, quality yarn... Your best bet, if you want a mop of extraordinary durability, performance and economy.

"BIG X" SWEEP MOP

This sweep mop is our leader. Snatches up dust on contact. It's nationally famous. A durable giant—available in widths up to 5 feet! Can be removed from the block for washing. Once you try **BIG X**, you'll use no other.



HOLZ-EM APPLICATOR

You'll enjoy the fast, thorough performance of this luxurious, high-speed applicator. Reduces cost of applying wax, seals, varnish, etc. More professional floor finishers use **HOLZ-EM** than any other applicator.



Order

AMERICAN STANDARD products from your regular supplier. He has them—or can get them for you. If not, write direct.

"TOPS IN MOPS"
AMERICAN STANDARD MFG. COMPANY

Incorporated 1908

CHARLES E. KREBS and WALTER O. KREBS
2507 S. GREEN STREET • CHICAGO 8, ILL.



Complete Line of Stage Hardware

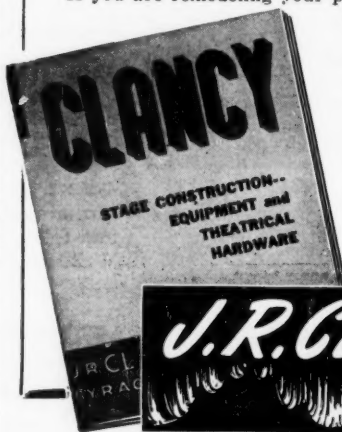
SE-452

Draw Curtain Tracks and Controls

The **Clancy** line is **COMPLETE**—our catalog contains almost twice as many items of stage hardware and rigging as any other catalog we've seen. And the quality and usefulness of every item reflects **Clancy's** 77 years of leadership in the stage field. Write for your **FREE** copy of Catalog 48.

Engineering Service

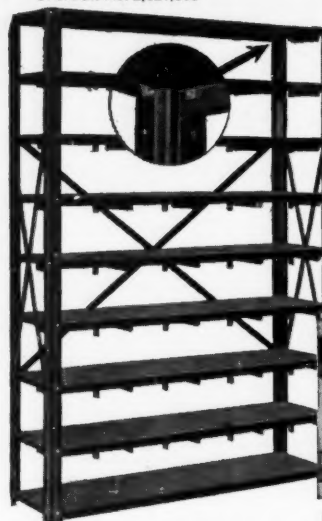
If you are remodeling your present stage or building a new stage, take advantage of **Clancy's** unequalled stage design and engineering service. It is your assurance of safety, fool-proof operation, complete flexibility, long life and low maintenance costs.



SE-453



U. S. Pat. No. 2,621,800



Rigid Corner Posts—Safer Recessed Hasps

The Neubauer "**TWIN-POST**" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



We also make Neubauer "**Twin-Post**" shelving in range of sizes. Write for literature.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2015 Central Ave.
Minneapolis 28, Minnesota

SE-457

the
world
famous

RONEO 250

PORTABLE DUPLICATOR



only
\$217.00
PLUS FED. TAX

designed to get your work out

FASTER, EASIER AND AT LESS COST!

Here's the cleanest operating portable ever designed for school use. Makes reports, schedules, letters, bulletins, announcements and programs look like professional printing. Features closed drum and automatic inking. Only 28 pounds light. Feeds post cards to legal size automatically. Uses famous Roneo Semi-Paste Ink. See your nearest Roneo dealer, or write direct.

ADDO MACHINE COMPANY, INC.

145 West 57th Street, New York 19, N. Y. Circle 5-6940

Exclusive U.S. Distributors, Roneo Duplicators, Addo-X Machines.

SE-458



FLEX-MASTER

***LIFETIME EFFICIENCY**
DRAWING TABLE
makes good your investment

Rigid welded steel stands up under hard use, even abuse. New! Hidden fingertip control adjusts selected soft wood top to any desired working angle. Large all-steel drawer. Hard baked grey Hammer-tone enamel finish. Drawing surface: 22" x 24". Reference surface: 22" x 10". Also available with undivided top in many sizes. Made in 30" and 37" Heights. Can be furnished with Steel or Hardwood Tops.

***LIFETIME STEEL CONSTRUCTION**
DEALER INQUIRIES INVITED Write today for Catalog

STACOR EQUIPMENT CO.

475 Troy Avenue • Brooklyn 3, New York

September, 1954

SE-459



**UNEQUALED in APPEARANCE
DURABILITY**

Mitchell
FOLD-O-LEG
tables

**and
STRENGTH**

Convert any room
into a Banquet or
Group Activity Room...
Set up or clear in minutes
QUICKLY FOLD or UNFOLD
for Changing Room Uses



TOPS OF MASONITE
PRESSED WOOD, FIR & BIRCH
PLYWOOD, LINOLEUM,
RESILYTE PLASTICS

**TUBULAR
STEEL LEGS**



**MAXIMUM
SEATING**

**MINIMUM
STORAGE**



THE STRONGEST, HANDIEST FOLDING TABLE MADE!

**THE QUICKEST, EASIEST WAY TO SET-UP
PLATFORMS, STAGES**

Mitchell
PORTABLE
FOLDING STANDS



Photo above illustrates a level-plat-
form 32' wide and 16' deep. Made
up of 15 units shown below.



**LEGS FOLD UNDER FOR
COMPACT STORAGE**

STACK IN SMALL SPACE

**SAVE TIME AND LABOR
ON SET-UP, REMOVAL**

**INCREASE THE USE OF
GYMNASIUMS, DINING
ROOMS, AUDITORIUMS,
CLASSROOMS, HALLS**

These handy, portable units are used for Speakers Platforms, as Stages for raised Speakers Tables, Demonstrations, Lectures, Entertainment, Concerts, Orchestras, Graduation, Ceremonials, Acts, Sports. The 8" and 16" high units are used to elevate teachers desks and for classroom recitations. Units have a standard 4' x 8' top with heights of 8", 16", 24", 32", 40". Special units of other top sizes or heights can be made to order.

Write for Descriptive Folders

MITCHELL MFG. COMPANY

2726 S. 34th Street • MILWAUKEE 46, WIS.

MANUFACTURERS OF

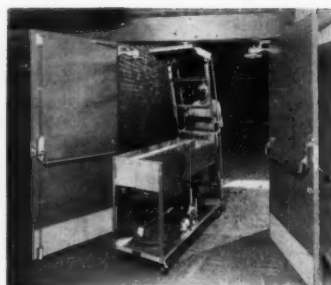
MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS

191

Wash-Tank Truck SE-641

For Maintaining Fluorescent Units

Maintenance of fluorescent fixtures and other hard-to-reach overhead apparatus is being simplified with the new Rol-Away aluminum 5-step ladder Wash-Tank Truck. This unit features a patented ladder that slides through the guides when the workman steps on it until its rubber feet rest solidly on the floor. This locks truck and ladder to the floor as a unit. Even on the top step, the user is completely safe because the truck has curved handles to lean



against the sides and a front bar to steady the knees. Stepping down and off the ladder automatically releases it, and it springs back to its up position.

The truck features twin tanks

measuring 10½ x 49 x 10 inches with drain cocks. A full section of a fluorescent fixture can be dipped down into the tank for washing. The second tank is designed for rinsing water. A large extension shelf holds wash pail or other equipment for the operator on the ladder. The extension shelf in "low" position holds vacuum cleaners, etc., and lowers to a height to enable it to go through doorways.

ROL-AWAY TRUCK MFG. CO., INC.,
6143 S. W. Foster, Portland, Ore.

SE-398

Make it a rule

to install
the new
LOW COST WARDROBE
practical...
easy to install

School executives everywhere are enthusiastic about this good-looking, compact, easy to install coat and hat rack. Finely engineered in non-peeling aluminite finish... this space-saving convenient wardrobe is an outstanding buy... especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.

Write for literature.



A. R. NELSON CO., INC.
210 E. 40th ST. • NEW YORK 16, N. Y.

Floor Machine SE-642

Attachment Dry Cleans Rugs

A new dry-cleaning attachment fits on the ALM-13 floor maintenance machine without the use of tools. Just spread your dry-cleaning material according to directions over the rug on spots you want to clean. Then let the dry-cleaning attachment go to work. The whirling brush carries no weight so it is able to do a thorough job of impregnating your rug with the dry-cleaner right down to the bottom fibers.

Later, pick up the dirt-filled cleaner with any vacuum.

THE AMERICAN FLOOR MACHINE CO., Toledo 3, Ohio.

Utility Cart SE-643

Converts to Truck

A new all-purpose utility cart makes easier scores of maintenance jobs on campuses, grounds and inside buildings. A heavy canvas bag for gathering grass, leaves, waste paper or garden clippings is suspended in the steel frame. When the bag is removed, the frame becomes a handy truck, especially adaptable for moving incinerators and waste receptacles from place to place.

The cart is sturdily made of welded steel construction approximately 20 x 20 x 40" high, weighing about 25 lbs. Equipped with 10" semi-pneumatic rubber-tired wheels.

CANVAS & METAL SPECIALTIES, INC., Groveville, N. J.

(Continued on page 196)

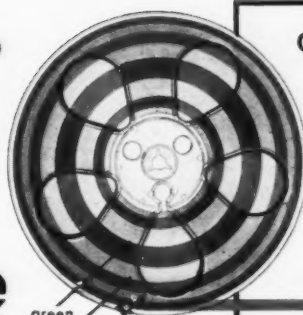
see what you can do with the new **COLORED audiotape**

Audiotape, now available on green, blue or brown plastic base—and Audiotape reels in red, yellow, green, blue and clear plastic—provide *instant identification* that can simplify your cueing, filing, recording and playback problems. A few typical uses are shown here.

The colored 5" and 7" Audiotape *reels* cost no more than the clear plastic ones. And the price of blue or green base Audiotape is only slightly higher than that of the standard tape. Contact your Audio Devices distributor. Or write for Bulletin No. 209.

AUDIO DEVICES, Inc.

444 Madison Ave., New York 22, N. Y.



green
blue
brown



red
yellow
green
blue
clear plastic

COLORED AUDIOTAPE CAN BE USED

- for quick, positive spotting of different selections on same reel
- for identifying announcements or other temporary material added to a library tape
- for language work, to separate permanent material recorded by the instructor from "blank" sections for recording by the students

↑
brown tape with in-
structor's recording

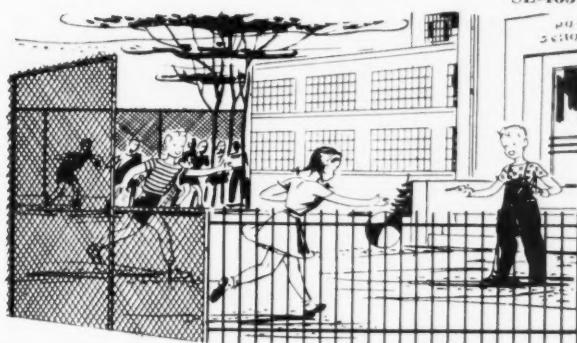
↑
green or blue tape for
student to record on

- for enabling temporary sections, as above, to be safely erased without removing any of the permanent material
- for similar combined teacher-student recording in other fields, such as music, dramatics, speech correction, etc.

COLORED AUDIOTAPE REELS CAN BE USED

- for distinguishing between edited and preliminary recordings
- for storage of important "don't erase" material
- for color coding the tape library by subject matter
- for identifying tapes of different speeds
- for distinguishing between single and dual track recordings

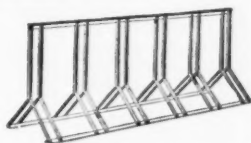
SE-463



Recess TIME TO LET GO!

Expending in a few minutes a lot of pent-up energy calls for safe play areas. Is your school yard adequately protected? Be sure by surrounding it with a Stewart Chain Link Wire or Iron Picket Fence. Don't take chances. Do it Now! Stewart also produces many other iron and wire products for schools. To name a few: Baseball Backstops, Tennis Court Fence, Settees, Flagpoles, Window and Skylight Guards, Railings. Wire Mesh Par-

titions, Bicycle Racks, etc. Write for catalog. Please mention products in which you are especially interested.



Bicycle Rack



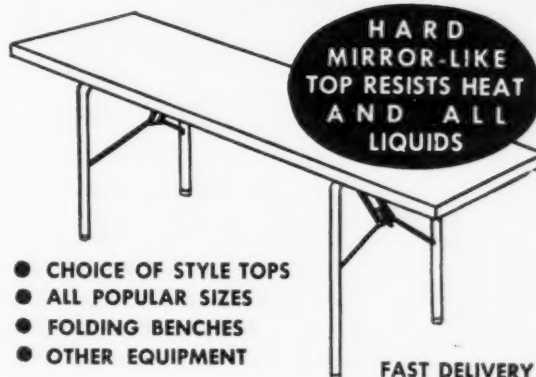
THE STEWART
IRON WORKS CO., INC.
2159 Stewart Block
Cincinnati 1, Ohio
Experts in Metal
Fabrications Since 1886

SE-464

Styled to Serve Your School

- Steadily gaining favor of administrators because of sturdy character of construction, versatility and surprising low cost. Masotex, Hardwood plywood, or Formica top material.
- Matching "Comfort-Width" Bench with choice of tops.

The LUXWOOD® All-Purpose FOLDING TABLE Line



- CHOICE OF STYLE TOPS
- ALL POPULAR SIZES
- FOLDING BENCHES
- OTHER EQUIPMENT

Write for Illustrated Literature

THE JAMES P. LUXEM CO.
3353 NORTH LINCOLN STREET, FRANKLIN PARK, ILL.

SE-510

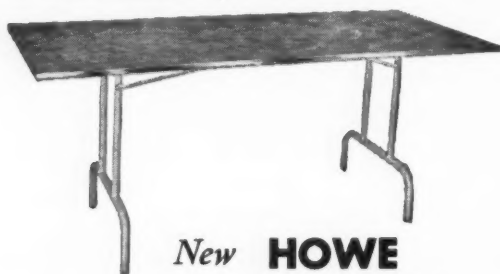
Folding Tables by HOWE

Howe folding tables are especially designed for comfortable seating and rugged wear. They're light, strong—and practically indestructible. They fold smoothly and compactly—take up minimum space when not in use.



HOWE
Square Leg Table

All steel chassis. A brace at each leg for extra strength and a leg at each corner for engineering balance. Riveted and welded throughout. Choice of several different tops and sizes.



New **HOWE**
Pedestal Leg Table

All steel chassis with retracting leg fold. Strong, fool-proof lock with self-tightening principle. Two separate braces for each pair of legs. Braces are riveted to chassis. Choice of several different tops and sizes.



New **HOWE** Bench
and Table Combination

This revolutionary folding bench and table unit is a wonderful convenience for cafeteria, classroom and many other uses. Converts quickly into a bench with back rest, or a two tier "bleacher." Folds automatically and can be moved with ease. No more lifting or lugging. It literally "floats" along.

Dimensions: Table—30" x 72" x 27" high. Benches—9½" x 72" x 16" high. Folded position—17½" x 72" x 38½" high.

IF IT FOLDS—

ASK

HOWE

HOWE FOLDING FURNITURE, INC.

ONE PARK AVENUE • NEW YORK 16, N. Y.

SE-509

Man,
oh man!



**This is
wonderful!**

More time for other work
and more money for other
expenses by means of an
easy-to-install and easy-to operate



Write for free catalogue SE-13

P. O. Moore, Inc., 300 Fourth Avenue, New York 10, N. Y.

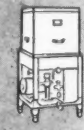
SE-518

DON Supplies Hundreds of School Lunchrooms!

STEAM COOKERS



VEGETABLE PEELERS



DISH WASHERS



STEAM TABLES

Everything needed in food preparation and serving equipment or supplies for the efficient and economical operation of your kitchen and lunchroom or cafeteria.

Be it plastic dishes or colorful, compartment trays — ranges or food mixers — glasses or cutlery — DON has it among the 50,000 items sold to schools, colleges, restaurants, hotels, hospitals and other institutions everywhere.

Satisfaction Guaranteed on
every item—or money back.



Write Dept. 26 for a
DON Salesman to call.

1400 N. Miami Ave.
Miami 32

27 N. Second St.
Minneapolis 1

2201 S. LA SALLE ST., CHICAGO 16

ON PEABODY

No. 660 MOVABLE DESK



Leading MANUFACTURERS
CHOOSE the BEST because
they KNOW the BEST . . .
FIBERESIN Desk Tops.

Send for details.

of course
it's
FIBERESIN

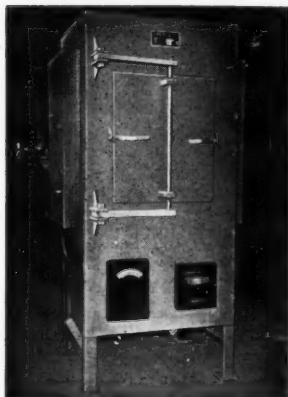


OCONOMOWOC, WIS.

SE-473

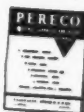
SCHOOL UNITS

This is not flimsy hobby
equipment. It is full-fledged
school equipment built to
the same heavy-duty quality
standards of kilns used by
industry.



for those
who want
permanent
equipment

Write for
Folder



This typical Pereco Kiln is
a Model MC-7800-SP. It
connects directly across-the-
line for intermittent service in
school shops. Safe and simple
to operate, it provides clean
electric heat up to 2200° to
2300° F., with accurate control
of firing cycles. It is supplied
with the most efficient,
practical types of manual controls,
including a 100-step
power-input controller and
magnetic contactor. Working
chamber is 24" long, 18"
wide, and 18" high. Many
other models and sizes of
Pereco Kilns also available.
Write for complete details.

PERENY EQUIPMENT CO.

Dept. J, 893 Chambers Rd., Columbus 12, Ohio



PERECO
Electric Furnaces

September, 1954



STRETCH YOUR SCHOOL LUNCH BUDGET DOLLAR WITH "AerVOID" HOT FOOD, SOUP AND LIQUID CARRIERS

Present-day costs of kitchen equipment and labor for
every school in a school system quickly play havoc
with school lunch budgets.

The answer is "More central-
ized food production," saving
the expense of duplicating food
production setups in a number
of locations.



Centralized production and distribution of hot foods
and liquids is today "established practice," made so
by AerVOID vacuum insulated hot food and liquid
carriers which provide a practical and economical
means for serving a number of different schools with
hot foods from one centralized location.

You can "stretch your budget dollars" with AerVOIDs.
Our food consultants will help you with suggestions
without cost.

Circular SE-10 tells exactly how one city's
schools saves money with AerVOIDs. Write
for your copy today. No obligation.

Vacuum Can Company

19 South Hoyne Avenue Chicago 12, Illinois

Hot Liquids

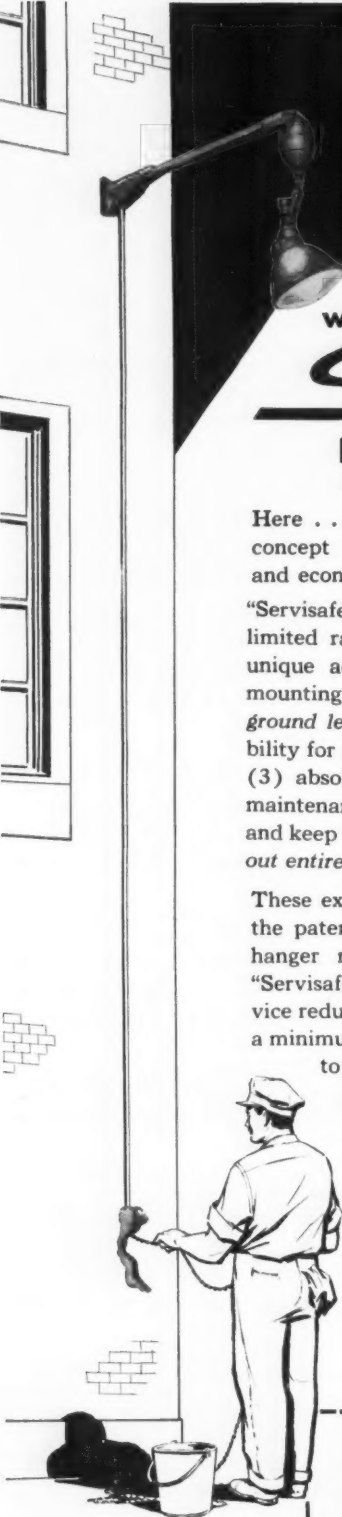


**VACUUM
INSULATED**

Hot Foods
and Soup



195



**PACKAGED
ACCESSIBILITY...**

**with THOMPSON
Servisafe
BRACKET UNITS**
(for walls and wood poles)

Here . . . ready-to-install . . . is a new concept in outdoor lighting efficiency and economy.

"Servisafe" Bracket Units combine an unlimited range of applications with these unique advantages . . . (1) luminaire mounting heights up to 60 feet above ground level . . . (2) all-weather accessibility for quick luminaire maintenance . . . (3) absolute safety is provided because maintenance men work on a dead fixture and keep both feet on the ground throughout entire servicing operation.

These exclusive features are provided by the patented disconnecting and lowering hanger mechanism incorporated in all "Servisafe" Units. Easy to operate, this device reduces servicing time and hazards to a minimum . . . permits unskilled workmen to handle luminaire maintenance.

Designed for new installations and the rapid conversion of existing facilities, "Servisafe" Bracket Units can be used with all standard pendant and flood type lighting fixtures.

WRITE FOR BULLETIN WPH-54 FOR ADDITIONAL DATA.

TYPICAL WOOD POLE BRACKET INSTALLATION

THE THOMPSON ELECTRIC CO.
1127 Power Avenue • Cleveland 14, Ohio

Please send me, without obligation, BULLETIN WPH-54 describing your new "Servisafe" Units.

NAME _____ TITLE _____
COMPANY _____
STREET _____
CITY _____ ZONE _____ STATE _____

#01-TE

THE THOMPSON ELECTRIC CO.

1127 POWER AVENUE

• CLEVELAND 14, OHIO

Audio-Visual Aids

SE-701 The Early Settlers

Across Early America. This is the first edition of a portfolio of original photographs depicting the graphic picture story of men and women who came to a new world to seek a new life and to found a new nation. There are 30 outstanding pictures that illustrate the story of the voyage of the Mayflower and the building of the colonies; the story of the men that went into the wilderness and blazed the trails that led to the westward movement; the story of that westward movement; and the migration of settlers in search of a new home. REALISTIC VISUAL AIDS, Highland, Calif.

SE-702 Guatemala

Cross Section of Central America. 35mm. This film gives the audience an insight into the economic and social life of this strategically located country. It describes the principal industries and the several different areas where the people live and work. From the timely and important geography and social studies series, *The Earth and Its Peoples*. UNITED WORLD FILMS, Education Dept., 1445 Park Ave., New York 29, N. Y.

SE-703 Art Instruction

Learning to Draw. 16mm sound. This film introduces a new, simplified and effective system of art instruction. The student is shown how the omission or addition of a few lines can create feelings of depth and closeness. It fosters the belief that teachers and students can learn to draw properly as soon as the basic elements of perspective are understood and practiced. THE CHARLES BESELER CO., 60 Badger Ave., Newark, N. J.

SE-704 Nature Documentary

Beaver Valley. 16mm. This second true-life adventure in the Walt Disney nature series will be available September 1. In Technicolor, this film has won many national and international awards. A complete catalog of all Disney 16mm subjects is also available without charge on request. WALT DISNEY PRODUCTIONS, 16mm Div., 2400 W. Alameda Ave., Burbank, Calif.

SE-705 New Teaching Films

Coronet Films announces five new 16mm sound films for use in schools. Titles are: *Life in Northern Lands—Norway* (intermediate—junior high); *Scandinavian Lands: Norway, Sweden, Denmark* (intermediate—junior high); *The Holy Lands Background for History and Religion* (junior high, senior high, college); *The Meaning of Conservation* (intermediate—junior high); and *The Calendar: Days, Weeks, Months* (primary). CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

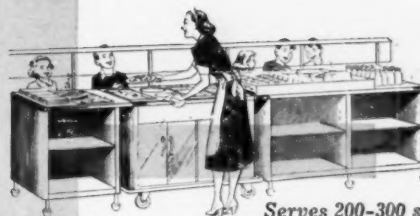
(Continued on page 200)

NACO

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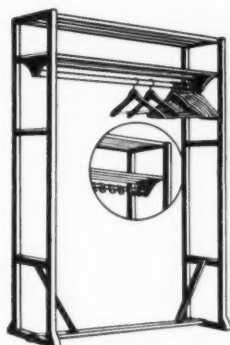
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Save money! Forget the school kitchens and cafeterias—the big budget-users of the past. Now one central school kitchen prepares meals for all the others at *much* lower cost... sends meals by truck in the NACO Portable Food Cart. Just plug NACO in, in the gymnasium or auditorium... Serve and save! About 200-300 Oven-Hot meals are kept in three, insulated "hot compartments." Salads and other "cool foods" may be refrigerated with ice, dry ice, or kept at room temperature. Holds 18 serving pans or 18 fireless cooker pans in hot section and 6 pans in cool section. Designed to fit into a serving line. For complete data on annual savings with NACO, write.

SE-478



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pact and orderly manner. Rail can be placed at 3 different heights to accommodate different age groups, long robes, etc. Lifetime construction—welded heavy gauge box and "U" form sections; baked gray enamel finish. 4 ft. single faced unit takes 24 coat hangers; 4 ft. double faced unit 48. Three foot units also available.



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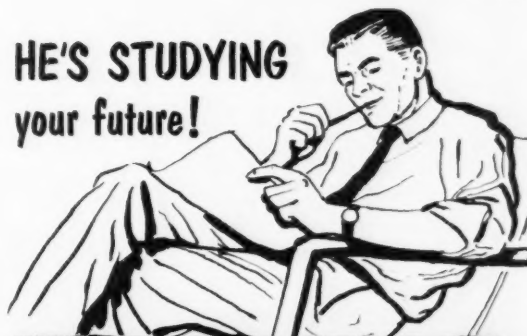


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SE-479

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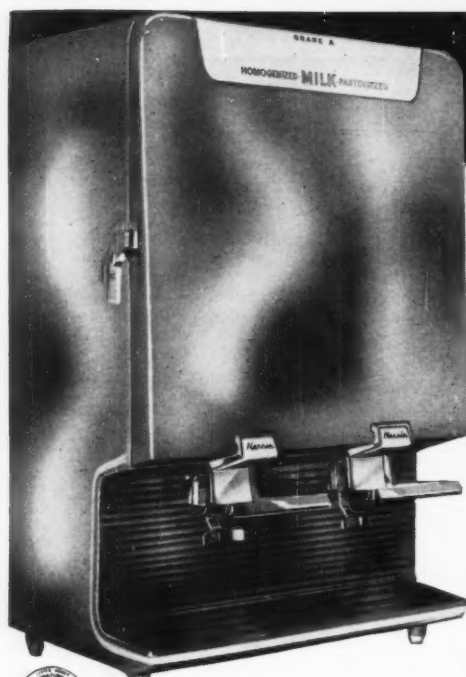
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SE-482

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SE-483

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SE-488

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EASY

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Manufacturers' Catalogs

SE-706 Dish Handling Plans

Dish Handling Plans for Cafeterias of Schools, Colleges and Universities. An illustrated booklet which includes photographs and diagrams showing varied arrangements of dish tray conveyors and dishwashing equipment in cafeterias of schools, colleges and universities. SAMUEL OLSON MFG. CO., INC., 2430-34 Bloomingdale Ave., Chicago 47, Ill.

SE-707 School Construction Data

Timber Structures, A Case Study in Engineered Timber Construction. The con-

struction details of the Broadmeadow School in Needham, Mass. are featured in this informative leaflet. Costs are included. TIMBER STRUCTURES, INC., P. O. Box 3782, Portland 8, Ore.

SE-708 Plastic Tops

More and More Schools Agree Plastic Top School Furniture is Better! Vircolite Plastic Top is the Best! This leaflet shows Virco desks, chair desks, and tables all available with Vircolite Plastic Tops—a surface that resists marring and scratching and is not affected by moisture. Vircolite is impervious to wear—won't crack, chip or peel. VIRCO MFG. CORP., 15134 S. Vermont Ave., Los Angeles, Calif.

SE-709 Hardwood Block Flooring

Higgins Bonded Hardwood Block Floor-

ing. The beautiful floors shown in this leaflet are wear-resistant, water-repellent, vermin-proof, rot-proof, easy to clean, easy to install and are economical. Write to HIGGINS, INC., P. O. Box 8001, New Orleans 22, La., for a copy of the booklet.

SE-710 Coat and Hat Racks

ARNCO Aluminum Coat and Hat Racks. This attractive leaflet features a double coat and hat rack which is especially suitable for use in elementary school classrooms. All of the units shown are made of aluminum with a non-peeling aluminite finish. Wardrobes and storage cabinets in combination with wardrobes are also illustrated and described. A. R. NELSON CO., INC., 210 E. 40 St., New York 16, N. Y.

SE-711 Folding Table and Bench Sets

Rol-Fol Folding Table and Bench Sets with Wall Cabinets. These units are especially designed for multi-purpose use in school buildings. The tables and benches are instantly and individually unlocked from the cabinet and can be rolled about for various groupings and multi-uses. In a matter of minutes, the room can be set up for cafeteria, or rearranged for classes, assemblies or social functions requiring a clear floor. ROL-FOL TABLE, INC., 8467 Melrose Pl., Los Angeles 46, Calif.

SE-712 Lawn Sprinkler Equipment

Febco Automatic & Manual Lawn Sprinkler Equipment. A number of automatic and manual sprinkler controls are shown in this booklet. Each item is illustrated with detailed descriptions and specifications included. FEBCO INC., 1993 Blake Ave., Los Angeles 39, Calif.

SE-713 Tennis Court Surfacing

Redkote Tennis Court Surfacing. This circular describes Redkote fast drying surfacing used for school courts. It saves on original application and on upkeep of courts for tennis, badminton, handball, volleyball, also for sprinting tracks, etc. YORKMONT SLATE CO., INC., Granville, N. Y.

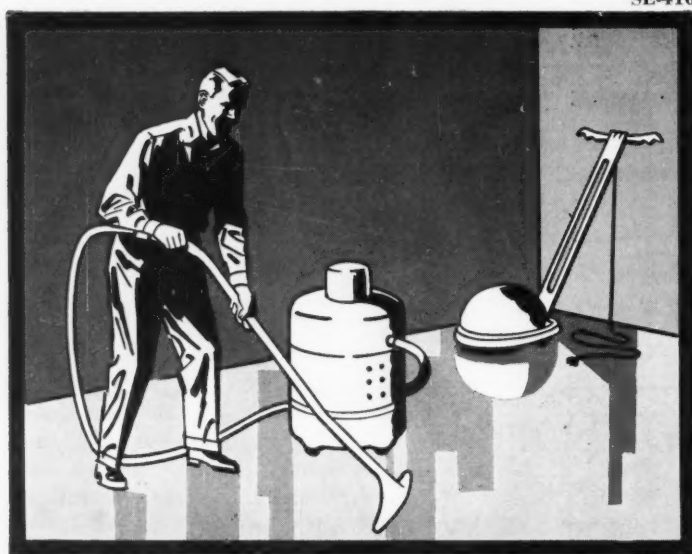
SE-714 Folding Chairs

ACME Wooden Folding Chairs. The sturdily built chairs shown in this leaflet are especially suitable as auxiliary seating in schools. There is also a kindergarten folding chair shown. Complete specifications are given. ACME CHAIR CO., Walnut, Miss.

SE-715 School Construction

Firesafe Schools. Using vermiculite products to build safer, more comfortable schools is the topic of this six-page brochure. Vermiculite plaster aggregate, acoustical plastic, insulating concrete, and insulating fill are used in modern school structures to achieve fire safety, heating economies, and sound deadening, all at low cost. ZONOLITE CO., 135 S. LaSalle St., Chicago 3, Ill.

(Continued on page 204)



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Under old fashioned hand methods, labor makes up approximately 90% of your floor maintenance costs. Here is the place to look for greatest savings through modern mechanized machine maintenance. Switch to modern machine methods and you'll cut those labor costs tremendously.

In addition, machine maintenance gives your floors added beauty, added protection, added years of life.

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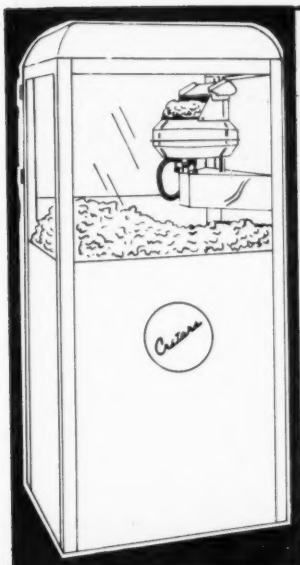
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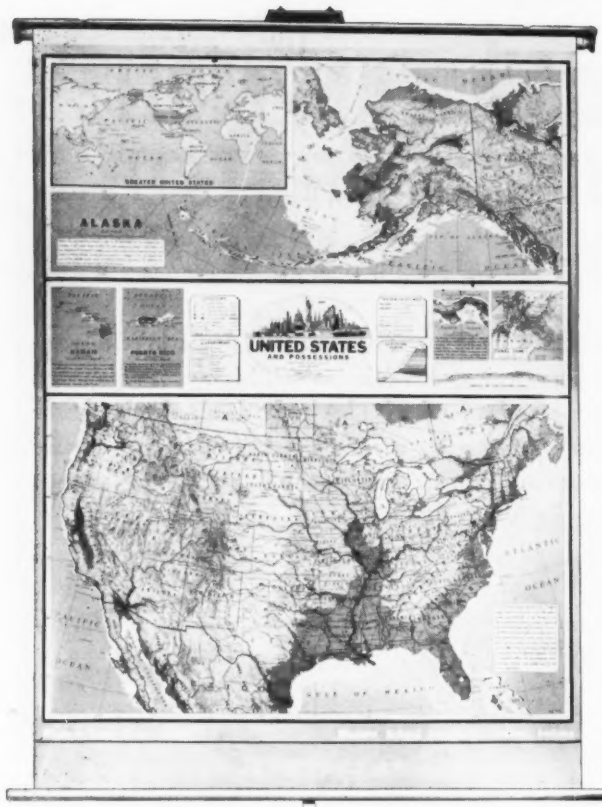
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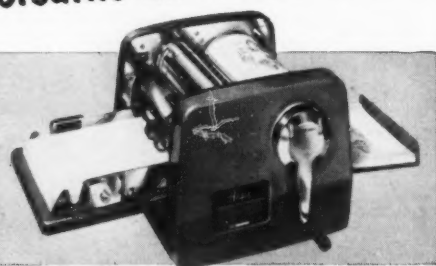
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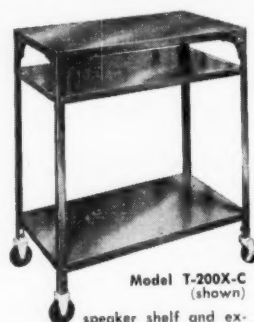
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SE-498

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FOR ALL
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Takes any machine—16mm, filmstrip, slide or opaque.



Model T-200X-C
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speaker shelf and extra utility shelf.

Size: 16" x 30" x 36" high . . . \$42.50

Model T-200-C speaker shelf only . . . \$39.00

- **ALL STEEL**
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Ball bearing
Lock in place
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**NON-SLIP, SUPER-TOUGH
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Manufacturers' Catalogs

SE-716 Food Mixers

Champion Line Vertical Food Mixers for Bakeries, Hotels, Restaurants, Institutional Kitchens. This catalog shows a number of different models of Vertical Food Mixers for bread and bun doughs, cake batters, and other mixing requirements. Included are bench models and a number of accessories and attachments. Complete descriptive material and specifications are given. CHAMPION MACHINERY CO., Joliet, Ill.

SE-717 Flexible School Furniture

A New Note in Flexible Classrooms—

School Furniture That Keeps Its Eye on the Future. . . This file contains specifications on a number of pieces of classroom equipment all of which feature maximum flexibility. All of these units can be moved around and rearranged in many different ways. Such items as: sink and storage unit, reading bench, wall storage cabinet, teacher's storage cabinet, teacher's closet, clothing cubicle, portable science unit, and portable craftwork bench are illustrated and described. FLEETWOOD FURNITURE CORP., 19-25 S. Water St., Grand Haven, Mich.

SE-718 Magnetic Tape Cutter-Splicer

Yale Industries Corp., announces the release of a catalog page which describes the construction and operation of its Model TS-4 Cutter-Splicer for magnetic recording tape. This splicer cuts rounded

indentation in the tape edges, leaving the edges of the tape entirely free of adhesive. YALE INDUSTRIES CORP., 82-09 251 St., Bellrose 26, N. Y.

SE-719 Building Maintenance and Construction

Quick Reference Guide. This 24-page illustrated booklet should be of interest to all concerned with problems of building maintenance and construction. A number of Tremco products are described and various maintenance problems concerning roofs, floors, sash, masonry preservation are discussed. A wide range of topics such as: flashing and coping repair, installation of mastic flooring, caulking and point, glazing and painting are covered. TREMCO MFG. CO., 8701 Kinsman Rd., Cleveland, Ohio.

SE-720 School Furniture

School Furniture and Equipment. Art, drafting, and woodworking furniture and equipment are shown in this illustrated catalog. A line of desks, chairs, and folding tables all constructed especially for the school field are also included. MAY-LINE CO., INC., 319 Commerce St., Sheboygan, Wis.

SE-721 Folding Gates

Catalog G45. This catalog shows, for the first time, additions to the Acorn Wire & Iron Works line of gates that now make it possible for folding gates to be used in practically any corridor regardless of width or height. There are new gate locks which enable a much simpler master-keying set-up and a new cabinet design for the gates which permit the cabinet doors to be closed and locked when gates are in both the extended and stacked position. ACORN WIRE & IRON WORKS, 4940 S. Kilbourn Ave., Chicago 32, Ill.

SE-722 Appalachian Hardwoods

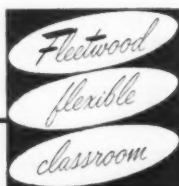
Appalachian Hardwoods. Printed in four colors and profusely illustrated, this brochure develops by text and illustrations the theme that the interesting grain patterns and distinctive colors of Appalachian hardwoods, plus the natural markings of the various species, add warmth, beauty and dignity wherever they are used. THE APPALACHIAN HARDWOOD MFGRS., INC., 414 Walnut St., Cincinnati 2, Ohio.

SE-723 Metalworking Machinery

Catalog 5406. This catalog illustrates, describes and gives full specifications on South Bend Lathe's many types, models and sizes of metalworking machinery used by educators devoted to industrial and vocational training. Subject matter covers a complete line of precision toolroom lathes and engine lathes in bench and floor models; several turret lathe models having 1/2" and 1" maximum collet capacities; 14" drill presses in bench, floor and multiple spindle production models; and 7" bench shapers. Also shown is the pedestal tool grinder with 8" or 10" grinding wheels. SOUTH BEND LATHE WORKS, 425 E. Madison St., South Bend 22, Ind.

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elementary school furniture



Fleetwood elementary school furniture answers the perplexing problem of keeping modern classrooms FLEXIBLE as well as functional. Also when comparing with built-in fixtures consider Fleetwood's lower overall cost.

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SE-505



Monarch

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DUSTER**

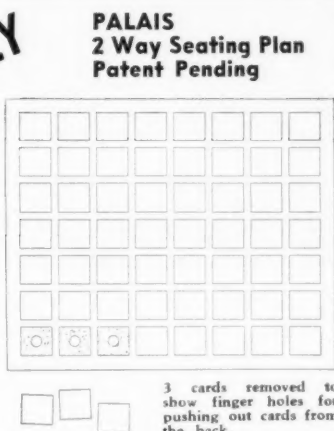
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in *Floor*
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SE-506

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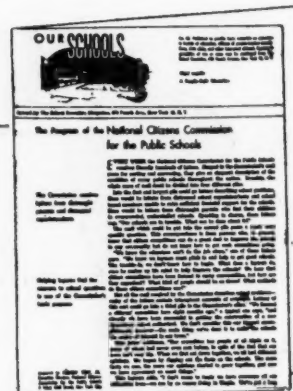


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INDEX TO ADVERTISERS

Key No.	Page	Key No.	Page	Key No.	Page			
457	Addo Machine Co., Inc., Roneo Div. Roneo 250 Portable Duplicator	191	369	Breuer Electric Mfg. Co. Tornado Floor Machine	117	364	Ditto, Inc. Duplicators and Workbooks	113
331	Advance Machine Co. Floor Maintenance Machines	27	363	Brillo Mfg. Co. Steel Wool Floor Pads	169	518	Don Co., Edward Kitchen Equipment	194
421	Allied Radio Corp. 1955 Radio-TV Catalog	181	348	Brunswick-Balke-Collender Co., The School Furniture	103	482	Ducommun Co., M. Stop Watches	198
322	All-Steel Equipment Inc. School Furniture	32	414	Burr Chemical Co. Bur-Co Bird Repellent	179	466	Dudley Lock Corp. Locker Locks	206
313	Americana Corp. The Encyclopedia Americana	130, 131	428	Califone Corp. Phonographs, Transcription Players	94	515	Duke Mfg. Co. Thurmaduke Food Warmers	146
368	American Bitumuls & Asphalt Co. Laykold Tennis Courts & Playgrounds	172	339	Celotex Corp. Sound Conditioning Tile	97	449	Empire Furniture Mfg. Co. School Furniture	187
311	American City Bureau Fund-Raising Campaigns	16	382	Chicago Hardware Foundry Co. Cafeteria Stools and Tables	173	329	Facing Tile Institute Glazed Structural Facing Tile	31
495	American Crayon Co. Hygieia Chalk	122	452	Clancy, Inc., J. R. Stage Hardware	190	354	Fairhurst Co., Inc., John T. Unifold Folding Walls	165
409	American Cyanamid Co. Melmac Dinnerware	149	359	Clapp, Co., W. D. Projection Table	164	500	Farley & Loetscher Mfg. Co. Plastic Laminates	203
412	American Floor Surfacing Machine Co. Floor Maintenance Machines	179	379	Clarín Mfg. Co. Tablet Arm Folding Chairs	123	425	Fabco, Inc. Automatic Sprinkler Controls	182
508	American Optical Co., Projector Div. AO Educator 500 Projector	128	424	Concession Supply Co. Portable Popcorn Stand	182	472	Fibersin Plastics Co. Fibersin Desk Tops	195
392	American Optical Co., Instrument Div. AO No. 73 Laboratory Microscope	188	376	Coronet Instructional Films Coronet Teaching Films	171	304	Finnell System, Inc. Floor Maintenance Equipment	150
338	American School Publishing Corp. 1954-55 American School and University	42-43	445	Cousino, Inc. Audio Vendor for Tape Recorders ..	189	431	Firestone Plastics Co. Darkening Draperies	46
408	American Products Co., The Projection Stand	178	491	Cretors, Inc. Popcorn Machine	201	416	Fleetwood Furniture Co. Elementary School Furniture	204
431	American Seating Co. Folding Chairs	183	321	Crouse-Hinds Co. Floodlighting	38	410	Floor & Vacuum Machinery Mfrs. Assn. Floor Maintenance Machines	200
454	American Standard Mfg. Co. Mops	190	377	Daintee Toys, Inc. Counting Frame	171	335	Ford Motor Co. School Bus Safety Chassis	39
399	American Type Founders Sales Corp. Graphic Arts Equipment	139	489	Dant and Russell, Inc. Perforated Acoustical Tile	199	319	Ft. Howard Paper Co. Paper Towels	18
490	Arco Co., The Wall Finishes	120	499	Daystrom Electric Co. Tape Recorders	124	442	Geopres Wringer, Inc. Mop Wringers	100
391	Atlas Press Co. School Shop Machine Tools	133	494	Deburco Colored Burlap	122	385	General Electric Co., Lamp Dept. G-E Projection Lamps	127
462	Audio Devices, Inc. Colored Audiotape	193	415	Dictaphone Corp. Time-Master "5" Dictaphone	155	326	General Motors Corp. School Bus Chassis	36
383	Austral Products Corp. Multi-Use Chalkboard Fixtures	173						
492	Automatic Devices Co. Stage Curtain Track	201						
427	Baker-Ross Inc. Scaffolds	94						
302	Benjamin Electric Mfg. Co. Officer Lighting Units	207						
384	Bennett Co., Inc., Chas. A. Social Studies Textbook	173						
345	Berlin Chapman Co. Ez-A-Way Bleachers	154						
342	Baseler Co., Chas. Vu-Lyte Opaque Projector	93						
430	Bil-Jax, Inc. Maintenance Trestle	183						
476	Binney & Smith Co. Chalk Crayon	114						
502	Bogen Co., Inc., David Sound System	126						
451	Bradley Washfountain Co. Vandal-Proof Wash Fixtures	104						

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INDEX TO ADVERTISERS

Key No.	Page	Key No.	Page	Key No.	Page
511 Given Mfg. Co. Waste King Commercial Pulverator	134	422 Johnson & Johnson First Aid Film	181	312 Medart Products, Inc., Fred Telescopic Gym Seats	10
438 Goder Incinerators, Joseph Incinerators	186	487 Johnson Plastic Tops Plastic School Tops	199	432 Metalab Equipment Corp. Laboratory Furniture	96
395 Gougler Keyless Lock Co., C. L. Keyless Locks	175	400 Kent Co., Inc., The Vacuum Cleaners	177	365 Metropolitan Wire Goods Corp. Sani-Stack Racks	168
320 Griggs Equipment Co. Folding Tables	30	330 Kentile, Inc. Asphalt Tile	40	367 Minneapolis-Honeywell Regulator Co. Temperature Controls	144, 145
315 Haldeman-Homme Mfg. Co. Multi-Purpose Tables, Stands	15	516 Keyes Fibre Sales Corp., Molded Plastic Trays	148	309 Mississippi Glass Co. Diffused Glass	4
389 Hanover Sales Co. Folding Tables	174	374 Keystone View Co. Tachistoscopic Service	176	459 Mitchell Mfg. Co. Folding Tables	191
455 Harvard Table Tennis Co. Free Tennis Catalog	106	444 Klenzade Products, Inc. Detergent Bricks	189	459A Mitchell Mfg. Co. Choral Risers	191
423 Heat-Timer Corp. Radiator Valve	92	517 Klopp Engineering, Inc. Coin Counter and Sorter Machines	148	496 Modern School Supply Co. Land-Form Maps	202
327 Heinz Co., H. J. School Menu Planner Book	25	362 Kritzer Radiant Coils, Inc. Radiant Panel Heating	169	486 Monroe Co., The Folding School Furniture	118
497 Heyer Corp., The Spirit Duplicator	202	433 Krueger Metal Products Co. Folding Chairs	185	378 Montgomery Mfg. Co. Program Timers	171
471 Hild Floor Machine Co. Floor Machines	112	429 Lakeside Mfg. Co. Stainless Steel Carts, Pans	183	509 Moore, Inc., P. O. Telkee Key Control	194
366 Hillyard Chemical Co. Floor Maintenance Treatments	115	488 Lawlor Co., S. C. Mopping Tanks	199	351 Multi-Clean Products, Inc. Floor Maintenance Equipment	105
328 Horn Div., The Brunswick-Balke- Collender Co. Folding Partitions, Gym Seats	44	460 Legge Co., Inc., Walter G. Damp Sweep Tool	108	396 Naden & Sons Electric Scoreboards	175
510 Howe Folding Furniture, Inc. Folding Tables	194	324 Libbey-Owens-Ford Glass Co. Tempered Plate Glass	34	308 National Carbon Co., The Carbon-Arc Equipment	6
381 Huntington Laboratories, Inc. Germ-Killing Soap	125	512 Loxit Systems, Inc. Chalkboard Setting System	136	477 National Cornice Works Portable Food Cart	197
456 Hussey Mfg. Co., Inc. Portable Grandstands	106	464 Luxem Co., James P. Folding Tables	193	441 National Dryer Sales Corp. Hand Dryers	100
393 International Business Machines Time and Program Signaling System	135	333 Manley, Inc. Snack Bar Plan	35	323 National Electrical Mfrs. Assn., Farm & Home Freezer Section Electric Freezers	23
372 Ionia Mfg. Co. Folding Chairs	170	407 Master Lock Co. Key-Controlled Padlocks	178	337 National Electrical Mfrs. Assn., Electric Range Section Electric Ranges	37
420 Irwin Seating Co. Desk and Chair Unit	181	448 Mayline Co. Drawing, Drafting Tables	187	370 National Lock Company Combination Locks	170
336 Johns-Manville Vinyl Floor Tile	95	519 McArthur & Sons, Geo. Gym Towels	92	355 National School Furniture Co. Elementary Grade Tables	107

September, 1954

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301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321
 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342
 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363
 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384
 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405
 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426
 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447
 448 449 450 451 452 453 454 455 456 457 458 459 459A 460 461 462 463 464 465 466 467
 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488
 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509
 510 511 512 513 514 515 516 517 518 519 601 602 603 604 605 606 607 608 609 610 611
 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632
 633 634 635 636 637 638 639 640 641 642 643 701 702 703 704 705 706 707 708 709 710
 711 712 713 714 715 716 717 718 719 720 721 722 723

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NAME	TITLE
INSTITUTION	
ADDRESS	CITY ZONE STATE

479 National School Service Institute Service to Education	197
343 National Super Service Co., Inc. Super Adaptor Ring	152
394 National Vulcanized Fibre Co. Fibre Waste Baskets	175
398 Nelson Co., Inc. A. R. Wardrobes	192
325 Nelson Div., Herman, American Air Filter Co., Inc. Heating, Ventilating, Cooling Products	29
306 Nesbitt, Inc., John J. Unit Heaters	13
303 Nesbitt, Inc., John J. Wind-O-Line Unit Ventilators	208
453 Neubauer Mfg. Co. Gym Basket Racks	190

INDEX TO ADVERTISERS

Key No.	Page	Key No.	Page	Key No.	Page
498 Neumade Products Corp. Projector Tables	202	387 Royal Typewriter Co. Royal Typewriters	129	375 Superior Electric Co. Light Dimming Equipment	121
388 Newcomb Audio Products Co. Transcription Player	174	417 Ruud Mfg. Co. 2-Temperature Water Heater	157	307 Tectum Corp. Roof Plank, Roof Tile	14
481 Norris Dispensers, Inc. Milk Dispensers	198	440 Safway Steel Products, Inc. Steel Bleachers	186	404 Thompson Electric Co., The Lighting Bracket Units	196
439 Nutting Truck & Caster Co. Dish Trucks	186	347 Sani-Mist, Inc. Foot Spray Dispenser	156	358 Trane Co., The Heating-Ventilating Equipment	166, 167
418 Owens Illinois: Kimble Glass Co. Subsidiary Toplite Panels, Glass Block	161	334 Schieber Sales Co. Folding Tables, Benches	33	413 Turbo Jet Mfg. Co., The Power Leaf Mill	179
501 Pabco Products, Inc. Masipave Floor Covering	203	467 School Executive, The Our Schools Leaflet	206	505 Tu-Way Products Co. Corridor Duster	205
446 Page Fence Div., American Chain & Cable Co., Inc. Chain Link Fence	102	483 School Executive, The Contemporary School Design Filmstrips	198	349 U. S. Plywood Corp. Weldwood Paneling	158, 159
506 Palais Industries Seating Plan	205	353 School Interiors Co. Stacking Cots	165	397 Universal Bleacher Co. Roll-A-Way Stands	137
468 Pan American, Div., G. G. Conn, Ltd. Band Instruments	206	436 Seating, Inc. Cafeteria Seating	98	356 Universal Dishwashing Machinery Co. Dishwashing Machines	162
443 Patent Scaffolding Co. Aluminum Scaffolds	189	475 Sexauer Mfg. Co., Inc., J. A. Faucet Washers	114	402 Universal Mfg. Corp. Portable Bleachers	177
461 Penn Metal Corp. of Penna. Steel Storage Equipment	108	386 Sheldon & Co., E. H. Laboratory Furniture	184	373 Up-Right Scaffold Co. Scaffold-On-Wheels	119
390 Penn Slate Prod. Guild, Inc. Natural Slate Chalkboards	174	465 Shwayder Bros., Inc. Folding Tables, Chairs	110	474 Vacuum Can Co. Hot Food, Soup, Liquid Carriers ...	195
473 Pereny Equipment Co. Electric Kilns	195	316 Singer Sewing Machine Co. Combination Sewing, Cutting Table	26	480 Van Noorden Co., E. Vanco DomesLites	116
470 Peterson & Co., Inc., L. Laboratory Furniture	112	513 Sjoström Co., John E. Posture Chairs	140	361 Victor Animatograph Corp. 16mm Sound Motion Picture Projector	169
434 Pittsburgh Stage, Inc. Stage Equipment	185	493 Smith System Heating Co. Projection Table	201	332 Viewlex, Inc. Projectors and Attachment	45
485 Playtime Equipment Corp. Bleachers	118	447 Snyder Tank Corp. Steel Bleachers	102	301 Virco Mfg. Co. Desks and Chairs	2
310 Powers Regulator Co., The Thermostatic Water Mixers	17	507 Solar-Sturges Mfg. Div., Pressed Steel Car Co. Waste Receptacles	205	478 Vogel-Peterson Co. Steel Clothing Racks	197
360 Presto Recording Corp. T-15 Turntable	111	426 Spencer Turbine Co. Portable Vacuum Cleaners	182	317 Wayne Iron Works Gymstands	8
403 Radiant Mfg. Co. Projection Screens	141	514 Sperti-Faraday Inc. Faraday Flush Clock	142	405 Wenger Music Equipment Co. Folding Tables	143
411 Radio Corp. of America, Engineering Products Dept. RCA 400 Projector	153	458 Stacor Equipment Co. Drawing Table	191	344 West Disinfecting Co. Sanitary Napkin Dispensers	99
357 Radio Corp. of America, Educational Services Push Button Tape Recorders ...	109	380 Steber Mfg. Co. Floodlights	180	401 Western Waterproofing Co. Building Restoration	177
406 Rauland-Borg Co. Intercommunication System	178	463 Stewart Iron Works Co., Inc., The Iron & Wire Fences	193	340 Westmoreland Metal Mfg. Co. Pasture-Engineered School Seating	41
437 Recreation Equipment Corp. Recreation Equipment	98	450 Straubel Paper Co. Roll Tissue and Towels	187	435 Weston Electrical Instrument Corp. Electrical Laboratory Instruments ..	185
371 Reeves Steel, Inc. Steel Bleachers, Grandstands	170	346 Strong Electric Corp., The Spotlights	101	352 White Mop Wringer Co. Mop Wringers	165
419 Remington Rand Inc. Filing Cabinets	163				
305 Resolite Corp. Skylights, Sidewalls	12				
318 Richards-Wilcox Mfg. Co. Folding Partitions	28				
503 Rolscreen Co., The Wood Folding Doors	126				
350 Rowles Co., E. W. A. Chalkboards	160				
314 Royal Metal Mfg. Co. Steel Adjustable Desks	24				

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NEW PRODUCT REVIEWS INDEX

Key No.	Page	Key No.	Page	Key No.	Page
601 Folding Tables Seating, Inc.	151	622 Record Player Webster-Chicago Corp.	164	643 Utility Cart Canvas & Metal Specialties, Inc.	192
602 Projector Attachment Viewlex, Inc.	151	623 16mm Projector Bell & Howell Co.	168	AUDIO-VISUAL AIDS	
603 Live Classroom Walls Moduwall, Inc.	151	624 Adjustable Table Irwin Seating Co.	168	701 The Early Settlers Realistic Visual Aids	196
604 One-Piece Radiator Shaw-Perkins Mfg. Co.	151	625 Flat Paint F. O. Pierce Co.	168	702 Guatemala United World Films	196
605 Power Tool Workshop Duro Metal Products Co.	152	626 Projection Stand Smith System Heating Co.	172	703 Art Instruction The Charles Beseler Co.	196
606 Masonry Paint 20th Century Paint & Varnish Corp.	152	627 Masonry Paint The Arco Co.	172	704 Nature Documentary Walt Disney Productions	196
607 Pictographs Chart-Pak, Inc.	152	628 Slide File Compco Corp.	172	705 New Teaching Films Coronet Films	196
608 Film Conditioner Harwald Co.	154	629 Institutional Door General Plywood Corp.	176	MANUFACTURERS' CATALOGS	
609 Distilled Water Safeguard Barnstead Still & Sterilizer Co.	154	630 Portable Bleacher Universal Mfg. Co.	176	706 Dish Handling Plans Samuel Olson Mfg. Co., Inc.	200
610 Shower Head Speakman Co.	154	631 Record Player O. J. McClure Talking Pictures	176	707 School Construction Data Timber Structures, Inc.	200
611 16mm Silent Unit Victor Animatograph Corp.	156	632 Flannel Board Chase Bag Co.	180	708 Plastic Tops Virco Mfg. Corp.	200
612 Roof Repair Materials Lexsuo, Inc.	156	633 Popcorn Machine Cretors Corp.	180	709 Hardwood Block Flooring Higgins, Inc.	200
613 Electric Scythe Porter-Cable Machine Co.	156	634 Desk Moving Device Spartan School Equipment Co.	180	710 Coat and Hat Racks A. R. Nelson Co., Inc.	200
614 Typing Tester Gramont Corp.	160	635 Corridor Light Holophane Co.	184	711 Folding Table and Bench Sets Rol-Fol Table, Inc.	200
615 Toilet Seat Lifter Associated Enterprises	160	636 Political Maps The George F. Cram Co., Inc.	184	712 Lawn Sprinkler Equipment Febco Inc.	200
616 Magazine Rack Halverson Specialty Sales	160	637 Butter Container Harlow C. Stahl Co.	184	713 Tennis Court Surfacing Yorkmont Slate Co., Inc.	200
617 Slide Rule Demonstrator Frederick Post Co.	162	638 Door Check-Closer Kant-Slam Door Check Co.	188	714 Folding Chairs Acme Chair Co.	200
618 Bus Body Utility Truck Distributors, Inc.	162	639 Book Truck Hearshide Industries	188	715 School Construction Zonolite Co.	200
619 File Mounts Burke & James, Inc.	162	640 Convector-Radiators Fedders-Quigan Corp.	188	716 Food Mixers Champion Machinery Co.	204
620 Seat & Desk Unit Seats & Desks, Inc.	164	641 Wash-Tank Truck Rol-Away Truck Mfg. Co., Inc.	192	717 Flexible School Furniture Fleetwood Furniture Corp.	204
621 Duplicator The Heyer Corp.	164	642 Floor Machine The American Floor Machine Co.	192	718 Magnetic Tape Cutter-Splicer Yale Industries Corp.	204
				719 Building Maintenance and Construction Tremco Mfg. Co.	204
				720 School Furniture Mayline Co., Inc.	204
				721 Folding Gates Acorn Wire & Iron Works	204
				722 Appalachian Hardwoods The Appalachian Hardwood Mfrs., Inc.	204
				723 Metalworking Machinery South Bend Lathe Works	204

September, 1954

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Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321
 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342
 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363
 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384
 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405
 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426
 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447
 448 449 450 451 452 453 454 455 456 457 458 459 459A 460 461 462 463 464 465 466 467
 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488
 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509
 510 511 512 513 514 515 516 517 518 519 601 602 603 604 605 606 607 608 609 610 611
 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632
 633 634 635 636 637 638 639 640 641 642 643 701 702 703 704 705 706 707 708 709 710
 711 712 713 714 715 716 717 718 719 720 721 722 723

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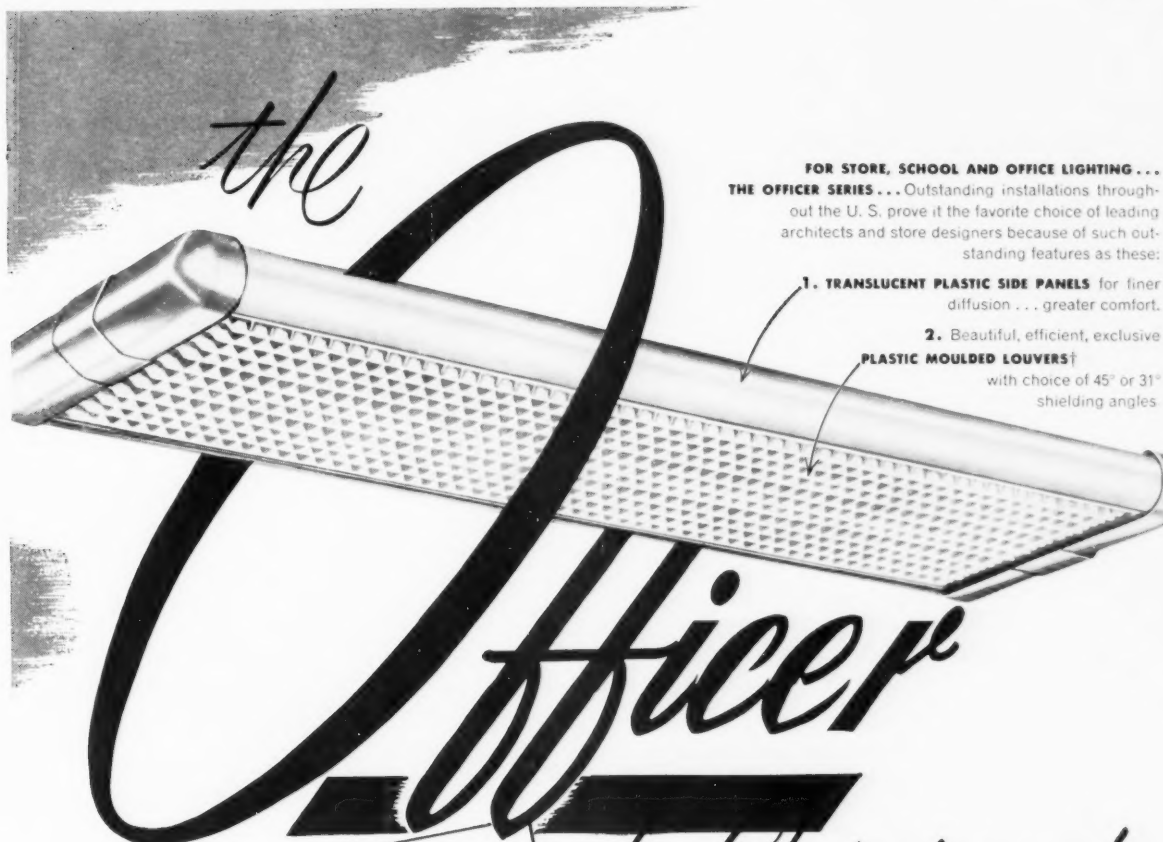
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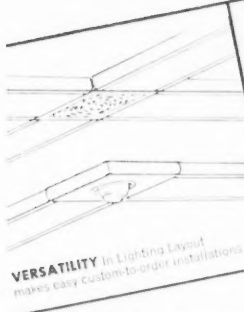


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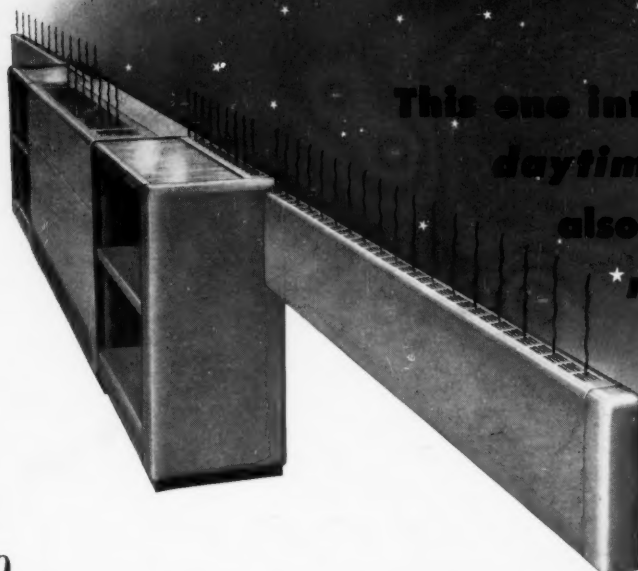
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also maintains satisfactory
nighttime temperatures
without other
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It is generally agreed that classroom temperatures should be maintained at about 55° overnight and during periods of shut-down in cold weather. This permits quick recovery to comfort conditions and more stable control during the first hours of the next school day.

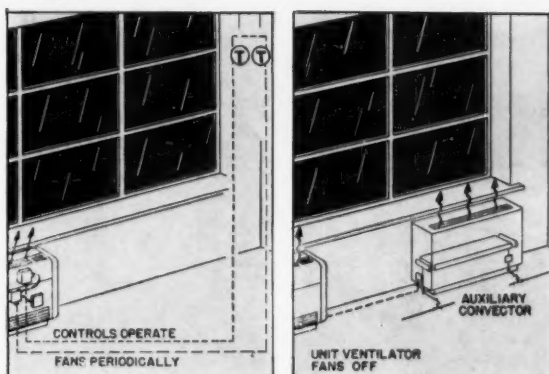
Cutting off the heat altogether, and letting the classroom temperature drop to 40° or 45°, makes the recovery difficult—particularly in restoring heat to the floor slab, walls, desks, etc.—and leads to morning room-temperature fluctuations, possible overheating, and abnormal bodily heat losses to surrounding objects.

In designing unit ventilator systems to maintain an optimum overnight temperature, either of two methods have been employed: a) operating the units as heaters (recirculation only) under thermostat control; or b) installing supplementary gravity heating with additional piping and controls.

Extensive field tests have proved that when Wind-o-line Radiation is integrated with Nesbitt Syncretizers, the combined gravity heating capacity is ample to maintain overnight temperatures of 55° in zero weather. Hence this one system that sets the standard for daytime performance eliminates the cost of separate provision in each room for maintaining overnight temperatures, and simplifies—for greater economy—the control of overnight temperatures from one location in the building.

Get more for your school building dollar... go NESBITT.

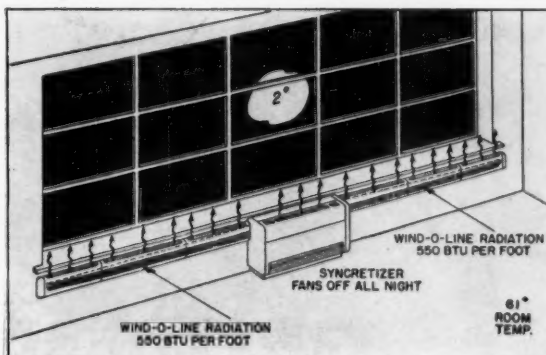
Send for Engineering Report SL-6.



Added controls operate unit fans periodically through the night.

Convector provides supplementary heat, but is not used during day.

ABOVE: THE OLD WAYS—BELOW: THE NESBITT WAY



Gravity heat of Syncretizer and Wind-o-line maintains satisfactory overnight temperatures—without additional equipment or controls.

NESBITT Syncretizer WITH WIND-O-LINE

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA., SOLD ALSO BY AMERICAN BLOWER CORPORATION.